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ABSTRACT

The document describes the implementation of the Illinois Occupational Education Administration project, an effort to refine a delivery system for imparting 159 identified competencies known to be essential to the successful work of Occupational Education administrators. The overall objective of the training phase was to recruit, train, obtain certification, and place 13 occupational education administrators while gathering information for the development of similar programs. Program phase objectives included the implementation of the competency-based preservice program developed by Southern Illinois University and to develop and systematize instructional materials, guidelines, and techniques. Sections 1 and 2 offer an overview of the project and personnel information. Part 3 describes materials developed, problems, commendations, followup surveys, project and model evaluations, and five tables assessing proficiency development. Part 4 outlines positive and negative observations, concluding that the project had successfully accomplished its goal. The appendix includes: (1) occupational education administration competency list, (2) development of leadership style, (3) university supervisors' reports, (4) memorandum of understanding, (5) portfolio assessment system, (6) program evaluation forms and data, (7) transportable model: review and comment, (8) 1972-73 intern followup, (9) consultant's report, and (10) bibliography. (MW)

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FINAL REPORT

Occupational Education Administration (Program Phase)
Occupational Education Administration (Training Phase)

Conducted under Contract with:
The Illinois Board of Vocational Education and Rehabilitation,
Michael J. Bakalis, Executive Officer

Division of Vocational and Technical Education
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Professional and Curriculum Development Unit
William E. Reynolds, Coordinator
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Charles Hempstead, Director

Project Numbers: PDT-84-074 & PDT-84-076

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Southern Illinois University

at

Carbondale

June 30, 1974

CE 003 019

ACKNOWLEDGEMENTS

A review of the past year's work and activity forcefully points up the fact that the Occupational Education Administration Project has relied upon contributions of time, talent, encouragement and support from many persons.

DVTE Director Sherwood Dees and Coordinator of the Professional and Curriculum Development Unit, William Reynolds demonstrated continuing commitment to professional development by providing the advice and financial support necessary to conduct this project. Charles Hempstead, EPDA Projects Director, provided invaluable assistance as leader, trouble shooter and professional colleague to project staff.

Appreciation is extended to the Boards of Education, Administrator's and faculties of the thirteen school districts that cooperated with the university in the conduct of the training phase of the project.

Those who have been directly involved in the work of the project are named in the body of the report. However, a special debt of gratitude is owed to Assistants John Bradley, Dennis Francher, John McLuckie, John Schneider and Clyde Sutton all of whom expended effort that far exceeded both in time and quality, the normal expectations for graduate students. Special mention should be made of Susan Lynskey who created the artwork and her crew of student typists who suffered through the illegible handwriting, changes in wording, shifts in format and faulty spelling.

Finally, appreciation to the families and associates of the thirteen interns is in order. With the completion of the program your favorite intern should now have time for a "normal" life.

W.S.R.

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Larry Brown (left), the City Community High School, the City, Illinois, Superintendent, William Bond Sr., Board Inc. and Governing Association who at the City for the past 8 years. He felt that by "keeping other practicing Educational Standards, he and gets to work a better understanding of a Educational Director's duties and responsibilities."

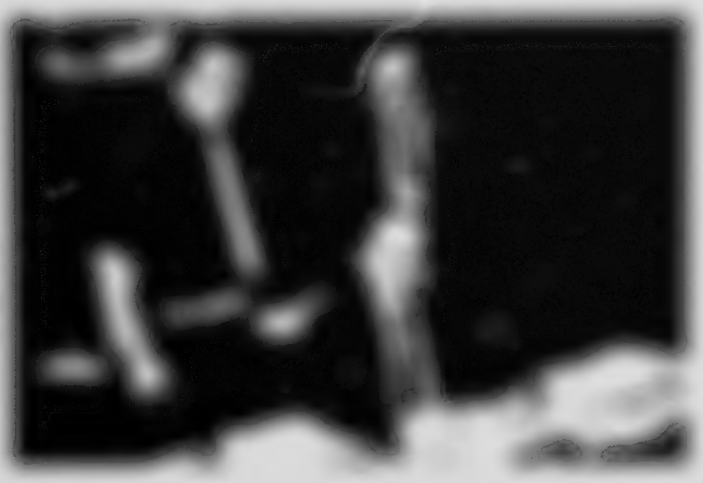
Roger L. Rouse (left) Superintendent Technical Center, Rantoul Community Unit District #2, Rantoul, Illinois, Superintendent, Director A. Rouse Roberts. Rouse has been working Rantoul Station in Rantoul for the past 3 1/2 years, working in the Multi-Center. Rouse felt that the program offerings activities that were "an effective team administrators and our community together in offering to all Rantoul."

James A. Williamson (right) Red Bud High School, Red Bud Illinois, Superintendent, Superintendent Eugene Schaab. He has been working Agricultural Occupations and serving as Superintendent/Director position at Red Bud for the past 8 years. Williamson felt that "Learning by doing is a very effective way of getting knowledge and experience in administration, and if he had it to do over, he would work harder to gain some more experience."

[illegible]

[illegible]

[illegible]



Description of activities: Thirteen qualified candidates for the program were recruited and enrolled in the graduate school at SIU-C. These thirteen students pursued a program consisting of course work, internship, simulation, workshop and observation that was calculated to impart the mastery of 159 identified administration competencies. Some techniques that appeared to work in the FY 1973 pilot project were written, based on the results achieved in the internship and the materials were field tested in actual situations in schools that cooperated in providing internship experiences for students who were participating in the program. The materials were organized and duplicated so that they might be utilized by other similar training programs in a variety of teacher education institutions.

Participants: Roland H. Alexander, Larry A. Brant, Charles A. Harwick, Gary A. Huber, Milton Jung, Larry W. Kraft, Larry N. Manker, Curtis J. Miller, James A. Pflasterer, Peter C. Ponce, Jack E. Rawlinson, Martin W. Smith, and Larry E. Swope.

Cooperating Administrators: Frank Barbre, Kern L. Doerner, Leroy Ducksworth, Edward Gieselman, Jim Goggin, Barry Gowin, Eugene Holmes, William Hull, Paul Karber, Ardell Kimmel, Walter Monke, Duane Rankin, and Don Sledge.

Materials developed: Materials developed to support the work of the project included: (a) comprehensive bibliography, (2) further correlation of IOCP procedures and administrative competencies, (c) further correlation of UCEA simulations and project competencies, (d) new university-local school contractual agreement, (e) revised individual portofolio of competency development, (f) a comprehensive transportable model, and (g) project final report.

Summary of evaluation data collected: The data suggested that the overall approach offered excellent training and appropriate job placement to the participants in the program. The evidence indicated that a combination internship and accompanying classroom experience provided competency development that was superior to either method offered alone. It was determined that levels of competence exist and that some competencies require a low level of mastery while others must be developed to the highest degree. It was also ascertained that a viable graduate program that is competency-based can be provided within the university setting.

Judgements and recommendations: By reviewing the first year of the project, the program was further refined so that it was packaged into a transportable model. This model is usable for educational institutions in Illinois and also throughout the nation.

PART I

THE PROJECT

Introduction

American education is a unique and at times explosive mixture of idealism, public necessity and big business. The idealism which has its roots along with those of the Constitution of the United States, in the founding day of the Nation, is perhaps best expressed in these last years of the century as a firm belief in the right of all Americans to an opportunity for an equal education. The public necessity of education has long been recognized; a progressive, healthy body politic requires intelligent, educated citizenry. For a majority of the citizenry Occupational Education will become the vehicle for their learning experiences and competent vocational education leadership will be the sine qua non.

Unless tax dollars are wisely spent, the public schools will not provide society with programs that have "relevance" on one hand, and "accountability" on the other. Many of the cures currently prescribed for education's fiscal troubles threaten to turn schooling into an instigator of class warfare. The irony in this prospect is that for nearly three decades American education has been a major force for the eradication of class differences and hostilities. It has suitably narrowed the gap, both in aspirations and opportunities, between haves and have-nots; between the privileged and under-privileged. A partial answer to the nation's severe domestic problems is occupational education. As education for employment expands and broadens, public schools are made capable of moving society toward quality education, that in turn, will provide equal educational opportunities for all based on the needs

and abilities of mankind.

SIU PROJECT BACKGROUND

The concept of competency-based instruction as opposed to theoretically-based instruction has been the main thrust of the OEA project. This project has brought about a "meeting of the minds" of personnel engaged in occupational education and those in education administration. The demand for competency based programs to prepare educators is growing. For example, New York State, effective September, 1973, accepts only those new programs for the preparation of teachers or administrators that are competency-based. In Illinois, the staff of the Superintendent of Public Instruction has encouraged educational institutions to offer competency-based instruction at all levels. Illinois has also witnessed a shift from the state level to the local school district in the responsibility for approving and developing occupational education leaders. Formerly, the school administrator had merely to follow the requirements promulgated by the designated state vocational education official and the local program would be approved to receive state and federal funds. In recent years each school district has been required to develop an appropriate local plan for vocational education in grades K - 12. This plan is either approved or disapproved in whole or in part and becomes the document which determines the amount of state vocational funding that will accrue to the local school. One major feature of the local plan is the requirement that one person be designated as the occupational education leader, and he is responsible for the implementation of the local plan.

The original work of the project began early in the summer of

1972, and consisted of two separate but coupled activities which necessitated two separate contracts but which operationally worked as one project. Project "A" was entitled "Occupational Education Administration" (Training Phase) and Project "B": was entitled "Occupational Administration" (Program Phase). The program phase dealt with developmental, teaching and support activities and was funded by DVTE from state funds. The training phase was supported by DVTE using federal funds and consisted of activities and expenditures which directly supported participating students in the program. The project was continued for 1973-1974 with an added charge that a transportable model that might be adopted by other administrator training institutions be developed.

Of all the criticism of American education one hears these days, two aspects are most disturbing. The first is increasing public skepticism about the usefulness of education. The second is concern about what the standards are by which performance is judged and evaluated. This project sought to provide workable answers to the questions arising from these concerns.

Objectives

The general objective of the project was to refine, through implementation procedures, a delivery system for imparting 159 identified competencies that were known to be essential to the successful work of Occupational Education Administrators. Specific objectives included the following:

1. To implement the competency based pre-service program for occupational education program adminstration that was developed by SIU in FY 1972 and pilot tested in FY 1973.

2. To develop instructional materials, guidelines, and techniques and organize these into a system for providing a competency based training program for administrators of occupational education.

3. To provide in-service education, based on 159 known competencies, to teachers so that they would, upon completion of the program, become employed in leadership positions in local schools.

4. All participants in the program would be qualified in one calendar year to receive the State of Illinois Level I General Supervisory Administrative endorsement issued by the Illinois Teacher Certification Board.

5. Refine, further develop, validate and publish a model University in-service leadership training program based on the 159 previously identified competencies. The Model will include:

    a. Program implementation strategies
    b. Suggested courses
    c. Student activities
    d. Internship requirements
    e. Simulation techniques

Procedures

The departments of Occupational Education and Educational Administration and Foundations along with professional staff at Illinois State University have worked together on the identification of occupational leadership competencies and a total of 159 competencies were identified. During the 1973-74 school year a program was conducted with thirteen trainees in thirteen school systems in an effort to validate various methods for teaching the 159 competencies. Information was obtained from this effort which indicated that the approach used offered a viable and innovative alternative to the usual method of training Occupational Education administrators.

Prospective students for the program were recruited by contacting chief administrators in local school districts and other

agencies. Thirteen qualified students were selected in cooperation with the EPDA representation from the DVTE and were enrolled in the 1973 Summer session in the Graduate School at Southern Illinois University, Carbondale. During this period they received a pre-assessment of competencies already held and were given instruction in foundations courses in Vocational Education and Educational Administration. The previously mentioned graduate model indicated a specific list of competencies which might best be learned in the classroom and these received major emphasis during the 1973 Summer school portion of the participants program.

Following the Summer School experience the participants were placed in internship positions in local schools which operated a vocational program under the provision of the Illinois State Plan for the Administration of Vocational and Technical Education. The internship continued for an entire school year and each intern registered for graduate school credit. They received supervision from the professional staff of the SIU-C Department of Education Administration and Foundations. Interns were under supervision for at least two hours per day and worked under the direction of the Chief Administrator of the School where they were assigned.

Each participant was required to maintain a "proficiency portfolio" which was regularly inspected by both local and University supervisors and which guided his progress through to the attainment of all 159 competencies.

In addition to the internship, each student was enrolled in one or more courses each academic quarter and met with the project staff on the campus once a week. During this meeting, study, dis-

[illegible] and simulation exercises provided the student with opportunities aimed toward achieving the development of the necessary competencies. Those participants without a Master's degree were provided to meet the requirements for a M.S. in Ed. degree in the Department of Occupational Education. This was necessary in order to meet the statutory provisions of the State of Illinois which requires every administrator in the public school to hold a Master's degree. During the year the project staff continually monitored the progress of all participants and developed strategies for competency development which were tried and tested both in the classroom and by the interns on the job. One project staff member devoted full-time to developing written instructional and other supportive software which provided instructional materials to the participants. This staff member was also responsible for organizing that material which proved to be successful into a system which could be reproduced and utilized by other institutions engaged in similar endeavors. In all cases, the materials were field tested in actual situations in schools that cooperated in providing internship experiences for students who were participating in the program. These materials were organized and duplicated so that they might be utilized by other similar training programs in a variety of teacher education institutions.

Time Schedule

The Schedule Project 6

The following time schedule was followed:

May 1, 1973 - June 30, 1973 — Recruit students. Conduct orientation sessions. Procurement of computer(s).

[illegible]

	[illegible]
July 1, 1972 - August 31, 1972	[illegible]
August 31, 1972 - September 31, 1972	[illegible]
September 31, 1972 - December 31, 1972	[illegible]
January 1, 1973 - March 15, 1973	[illegible]
March 31, 1973 - June 31, 1973	[illegible]
June 31, 1973 - June 31, 1973	[illegible]
June 1, 1973 - July 31, 1973	[illegible]

The Lincoln Project A

[illegible]

July 1, 1972 - August 31, 1972	[illegible]
September 1, 1972 - April 31, 1973	[illegible]

[illegible]

[illegible]	[illegible]
May 1, 1970 - May 31, 1970	[illegible]
June 1, 1970 - June 30, 1970	[illegible]

Additional Activities

Each participant must do active part in several activities in addition to those routinely required by the internship and course work. These are:

1. Served as a member of a school evaluation team.
2. Attended [illegible] Regional Financial Aid[illegible] meetings.
3. Visited the SIUE offices in Springfield, observing the activities of each unit.
4. Attended a State [illegible] Education Convention.
5. Participated in workshops sponsored by the SIUE.
6. Initiated an organization, [illegible] Education students and members.

Evaluation

The overall success of this training activity is[illegible] that the evaluation process be continuous from the beginning and that it be an integral part of the learning process. Specific evaluative activities have been:

1. [illegible]

2. [illegible]

3. [illegible]

4. [illegible]

5. [illegible]

#165. While in the project Mr. Swope was supervised by Mr. Paul Karber, Vocational Director at Carbondale Community High School. Mr. Swope received a Bachelor's degree in Vocational Education in 1964 and a Master's degree in Vocational Education in 1970; both degrees were received from Southern Illinois University at Carbondale, Illinois.

RESOURCE PERSONS

Resource persons associated with the project were drawn from five major sources: 1) the project staff; 2) the faculty and staff of Southern Illinois University at Carbondale (SIU-C); 3) State of Illinois personnel, principally from the Division of Vocational and Technical Education; 4) personnel from public school districts associated with the project; and 5) consultants. A brief functional description of all resource persons follows:

PROJECT STAFF

Wayne S. Ramp, Professor of Occupational Education, SIU-C, and Project Director: As Project Director, Dr. Ramp assumed the responsibility for all aspects of project direction. Enumerated among these responsibilities were intern selection and orientation, the negotiation for suitable internship positions, the correlation of learning experiences with the competency model, and fiscal management of the project. As fiscal officer of the project, Dr. Ramp initiated and maintained a fiscal accounting system for the budgeting of all project disbursements.

James C. Parker, Assistant Professor of Educational Administration, SIU-C, and Assistant Project Director: As

Assistant Project Director, Dr. Parker assisted the Project Director in direction of project activities. Dr. Parker's primary responsibilities included academic counseling and supervision, classroom instruction, curriculum development, and intern supervision. Dr. Parker also assumed the responsibility of liaison between the cooperating academic units sponsoring the project: the Department of Occupational Education, SIU-C, and the Department of Educational Administration and Foundation, SIU-C.

George Reuter, Project Writer: Dr. Reuter's responsibilities included researching and writing the competency-based model and the organization of the final report.

John L. Bradley, Research Assistant: Mr. Bradley's responsibilities included development of evaluation instruments, compilation and analysis of data, and writing for the project.

David W. Brewer, Research Assistant: Mr. Brewer's responsibilities included the academic registration of participants, the negotiation of the memoranda of Agreement, and liaison between the cooperating school districts and SIU-C. Mr. Brewer was also responsible for assisting the Assistant Project Director in curriculum development.

Janet Burger, Research Assistant: Ms. Burger's major responsibilities included assisting the Project Director in fiscal management, editing and typing for the Project.

Dennis Fancher, Research Assistant: Mr. Fancher's responsibilities included the academic registration of participants, compilation and analysis of data, and assisting the Assistant

Project Director in curriculum development.

John McLuckie, Research Assistant: Mr. McLuckie's responsibilities included the compilation of curricular materials appropriate for the design of the project and the assemblage of curricular packages for project utilization.

John Schneider, Research Assistant: Mr. Schneider's major responsibilities included being the project's photographer and audio-visual expert.

W. Clyde Sutton, Research Assistant: Mr. Sutton's responsibilities included conducting allied research into the functional descriptions of the position of Vocational Director. Mr. Sutton's research enabled the Project Staff to obtain a more standardized concept of the Vocational Director and to correlate the objectives of the project to the position of Vocational Director.

FACULTY AND STAFF AT SIU-C

William K. Applegate, Occupational Coordinator, SIU-C: As the Occupational Coordinator at SIU-C, Mr. Applegate handled the majority of liaison between the Project Staff and DVTE. Mr. Applegate acted in a coordinating capacity in relating the efforts of the Project Staff and DVTE to facilitate the goals of the project.

Elmer J. Clark, Dean, College of Education SIU-C: As Dean of the College of Education at SIU-C, Dean Clark became involved with the project in a supportive capacity. In his capacity as dean, he became involved in the approval of graduate degree pro-

grams for the participants and in testimony for approval of Level I Certification for the participants, as stipulated in the proposal. Inasmuch as the project was conducted within and with the approval of the College of Education, Dean Clark was never far removed from any phase of the project.

Harvey Ideaus, Director, Career Planning and Placement Center, SIU-C. Dr. Ideaus assisted project staff in the presentation of Performance Area 2, Clusters, 2.3 Interviewing Candidates and 2.4 Choosing Staff Members.

Edward B. Sasse, Chairman, Department of Educational Administration and Foundations, SIU-C: Inasmuch as the project was a cooperative effort between the Departments of Occupational Education, SIU-C, and Educational Administration and Foundations (EDAF), SIU-C, Dr. Sasse, as Chairman of EDAF, was involved in a supportive capacity. Dr. Sasse recommended and approved project instructional components to meet Level I certification requirements, and assisted those participants, so interested, in pursuit of advanced degree work and/or advanced certification.

Ronald W. Stadt, Chairman, Department of Occupational Education, SIU-C: Since the project utilized the degree programs of the Department of Occupational Education, SIU-C, to meet the degree requirements of Level I certification, Dr. Stadt became involved in the construction of degree programs that fulfilled both project and departmental requirements. Dr. Stadt also served in a liaison capacity, for the project, to the College of Education and the Graduate School, SIU-C.

Fred J. Armstead, Professor of Educational Administration:

Dr. Armstead served as a project supervisor for interns Rawlinson and Huber.

Donald G. Cruce, Assistant Professor of Educational Administration: Dr. Cruce served as a project supervisor for interns Kraft and Pflasterer.

James C. Parker, Assistant Professor of Educational Administration and Assistant Director Occupational Education Administration Project: Dr. Parker served as a project supervisor for intern Snape.

Ronald W. Sealey, Associate Professor of Educational Administration: Dr. Sealey served as a project supervisor for interns Hanwick and Smith.

William L. Shelton, Associate Professor of Educational Administration: Dr. Shelton served as a project supervisor for interns Brent and Manker.

John R. Verduin Jr., Professor of Educational Administration: Dr. Verduin served as a project supervisor for interns Alexander and Ponce.

PERSONNEL FROM PUBLIC SCHOOL DISTRICTS

Frank Barbre, Vocational Director, Little Wabash Cooperative Vocational Center: Mr. Barbre was a cooperating administrator for Jack Rawlinson.

Leroy J. Ducksworth, Principal, East St. Louis Senior High School: Mr. Ducksworth was a cooperating administrator for Roland H. Alexander.

Edwin Gieselman, Vocational Director, Mt. Vernon Township

High School: Mr. Stevenson was a cooperating administrator for Larry Ramey.

James Goggin, Principal, Shawnee High School Mr. Goggin was a cooperating administrator for Milton Jung.

Barry Gowin, Superintendent, Egyptian Community Unit District #5: Mr. Gowin provided an internship position and was the cooperating administrator for Curtis Miller.

Bill Hull, Superintendent, South East Gallatin Community Unit District #2: Mr. Hull provided an internship position and was the cooperating administrator for Gary Huber.

Eugene Holmes, Superintendent, Red Bud Community Unit District #132: Mr. Holmes provided and internship position and was the cooperating administrator for James Pflasterer.

Paul Harber, Vocational Director, Carbondale Community High School District #165: Mr. Harber was a cooperating administrator for Larry Swope.

Ardell Hensel, Dean of Vocational-Technical Education, Rend Lake College: Mr. Hensel provided an internship position and was the cooperating administrator for Charles Hunwick.

Walter Hombo, Vocational Director, Columbia High School: Mr. Hombo was a cooperating administrator for Larry Kraft.

K. Duane Hankin, Director, Venice-Lincoln Technical Center: Mr. Hankin was a cooperating administrator for Peter C. Ponce.

Kent Sase, Principal, Clay City High School: Mr. Sase was a cooperating administrator for Larry Brant.

Donald Sledge, Superintendent, Wayne City Community Unit District #100: Mr. Sledge provided an internship position and was

the cooperating administrator for Rantle Series.

STATE OF ILLINOIS PERSONNEL, ISPE

Sherwood Dees, Director, ISPE: Mr. Dees provided orientation and guidance and served as host at the SIU-E and ISU joint meeting during project initiation.

Rebecca Douglass, Publications Editor, Professional and Curriculum Development Unit, ISPE: Ms. Douglass directed Publication of literature related to the Occupational Education Administration Project and project activities.

C. Bill Eardley, Head Consultant, Residential and Area Center Planning, Special Programs Unit, ISPE: Mr. Eardley gave a three hour presentation on vocational education facilities planning.

Charles Hempstead, ISPE Projects Director, Professional and Curriculum Development Unit, ISPE: As ISPE representative for the project Mr. Hempstead coordinated ISPE concerns related to project functions and assisted interns in understanding the type and and extent of service available to local educational agencies through ISPE.

William Hill, Director Region E, Program Approval and Evaluation Unit, ISPE: Mr. Hill assisted project staff in selecting project interns and internship sites. He also discussed the ISPE - - LEA interface in regard to fiscal policy and management and the three phase evaluation system during a three hour presentation.

Richard Hofstrand, Head Consultant, Inservice Education,

Professional and Curricular Development Unit, ISBE. Dr. Hofstrand conducted a meeting on State of Illinois, ISBE pre-teaching procedures.

Ray McDermott, Assistant Director, ISBE. Mr. McDermott gave a presentation on the future of Vocational Education during the 82nd and 83d ICAVE meeting in Effingham.

William C. Ryderite, Coordinator, Professional and Curricular Development Unit, ISBE. Mr. Ryderite conducted and coordinated cooperative efforts between the project at SIU, and a cluster project of similar design at ISU.

CONSULTANTS

Organizational Development

William Johnson, Director of Organizational Development, Stephens Paper Products Company.

Bobbie Martin, Employee Relations Specialist, Stephens Paper Products Company.

James Singleton, Production Manager, Stephens Paper Products Company.

Training Evaluation

Both consultants evaluated the progress and wrote the report contained in this publication.

Bill Bradshaw, Director of Vocational Education, Community Unit #5, Normal, Illinois.

Dr. John O'Dell, Superintendent of Schools, Porta Unit School #201, Petersburg, Illinois and former section Supervisor, Veterans Education of Vocational Education.

Transcript's Book - Parts and Labels

Five consultants provided project staff with suggestions for revisions, most of which were then included in the reorganized book.

Jesse Eagle, Principal, Skyview High School

Dr. Lucas Pipes, President, Skyview Community College

Dr. Arthur Lee, Professor, Educational Foundations, Southern Illinois University Carbondale

Jane Carlson, Assistant Principal, Wayne City High School

Dr. John D. Gerlach Jr. Professor, Educational Administration, Southern Illinois University Carbondale

[illegible]

[illegible]

[illegible]

[illegible] [illegible] [illegible] [

difficulty in remembering the level of proficiency, if any, that they began with.

COMMENDATIONS:

1) SIU-C supervisors noted professional growth on the part of both the project interns and cooperating administrators as a result of particiaption in the project.
2) The 159 performances and portfolio assessment system caused a participating educational institution to get involved in new vocational activities.
3) The written reports submitted by the supervisors as a result of visitations cause the classwork sessions to be more relevant.

In sum, because of the unique nature of a performance based approach to preparing occupational administrator/leaders, extensive orientation for all parties involved needs to occur at the outset. Too, it needs to be recognized that simulated activities (and the comprehension level of proficiency) may have to suffice in a preservice preparation program because of internship constraints. Project participants and cooperators should be prepared to do new things and try new approaches or else they will be frustrated by their participation, for the design of the model program implies growth, development, and change.

Proficiency Development Indicated By Portfolio

The development of proficiency and competence (a minimum level of proficiency) on each performance by each intern was the

goal of the project this year. During the pilot year (1972-73) the aim was that each intern would have at least a "familiarity" (or first level) of proficiency for 90 percent (143) of the 159 performances. For purposes of the project during the pilot year, that level of proficiency constituted competence.

During this year (1973-74) the project staff, cooperators, and interns set their sights a bit higher. Competence equaled at least 90 percent of the performances at the second level, "Comprehension." Proficiency scales based on Bloom, Krathwohl, and Mager's Taxonomy of Educational Objectives was employed to allow higher levels of cognitive performance than last year to be assessed and to allow some explanatory research on the use of an affective assessment scale.[1] In the cognitive domain the proficiency levels were (from low to high) knowledge, (last year called "familiarity") comprehension, (last year called "understanding") application, (last year called "application"), analysis, synthesis, evaluation, and in the affective domain the levels were receiving, responding, valuing, organizing, and characterization.

An inspection of Table I will show that each intern exceeded the competence level goal established for the 1973-74 project year. The level of proficiency development ranged from six percent at the None and Knowledge levels (Interns Kraft and Ponce) through 100 percent at the application level (Miller) to approximately 40 percent at the evaluation level (Huber, Jung and Swope). The indication from last year's interns (72-73) to the project staff that

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[1]Norman Gronlund, Stating Behavioral Objectives for Classroom Instruction (New York: McMillan Press, 1970), p. 23.

higher performance levels were being attained seems to be confirmed by the 1973-74 reports in Tables I-V.

Follow-up Survey of Cooperating Administrators

During the final weeks of the project, staff assistants interviewed the cooperating administrators using an interview guide, Appendix H . A summation of the identified program contributions and improvement suggestions that resulted from these interviews are given below:

I. What significant contributions have resulted from your participation in the Occupational Education Project?

A. In General

1. The school now has another prepared administrator; a vocational leader.
2. The intern has taken over much of the responsibility for accounting and clerical detail work.
3. The intern is better able to see both sides of the teacher-administrator relationship.
4. The intern spearheaded the development of program goals and objectives for the schools' total vocational program.
5. The intern matured as a result of participating in the program.
6. The intern provided assistance in the daily operation of the school's vocational programs.
7. The program increased the cooperating administrator's awareness of necessary administrative performances.

B. Educational:

1. The program widened the cooperating administrator's scope of theories, tools and techniques for administrative practice.
2. The cooperating administrator gained a greater insight into required administration performances by teaching the performances.
3. The cooperating administrator found the need for personal career development.
4. The program provided the knowledge which helped the school to successfully meet the DVTE three phase evaluation.
5. The cooperating administrator gained knowledge which will be helpful in implementing new programs and administering on-going ones.
6. The program provided opportunity for the cooperating administrator to improve personal performance in some areas.
7. The cooperating administrator gained valuable knowledge about state and federal organization and funding for occupational education programs.
8. The cooperating administrator was made aware of the many services offered by DVTE.

C. Consultative:

1. Generally the cooperating administrators with general education backgrounds found the consultative services provided by the university supervisors

of little help. Their primary concern was that the university supervisor lacked knowledge of occupational education programs.

2. Cooperating administrators with vocational education backgrounds considered the consultative services provided by the university supervisors generally helpful. There seemed to be an atmosphere of mutual respect and a desire to communicate between persons from different disciplines.

D. Programatic:

Cooperating administrators with general education backgrounds found that the program contributed greatly to their knowledge and understanding of occupational education.

E. Other:

All of the cooperating administrators were enthused about the program in general. The following statement by one of the administrators best sums up the general feelings of the participators, "This has been a tremendous experience and an enormous benefit to the intern, myself, and the school".

II. Should there be a change in the manner in which the Occupational Education Administration Project will be conducted?

A. In General:

1. There is a need for more frequent university supervision.

2. The interns should be exposed to different types of supervision and to different settings.
3. There should be more orientation and involvement of the cooperating administrators.
4. There are too many performances, some are not needed or used, therefore they cannot be evaluated. Some cooperating administrators would prefer to have a core of essential performances supplemented by the less frequently needed performances.
5. The interns's cooperating administrator should be, if possible, a vocational director.

B. Local Operation:

The time allotted to internship activities was not adequate. Some of the respondents felt that more time per day was needed.

C. University Operation:

1. The university should plan more joint intern-administrator meetings (workshop-training sessions), to better coordinate program activities.
2. Some cooperating administrators would like to be included in class activities and DVTE trips.
3. Cooperating administrators would like to receive university tuition waivers so that they could take professional development workshops and courses at no charge.

the cooperating administrator preferred an internship internship for a shorter period of time, while another suggested a two year internship. Still, another suggested approach was to spend the internship in several visits.

Follow Up Survey of Project Interns

Using a systems approach to assess all of the sub-parts of the 1973-74 Ohio Occupational Education Administration Project, an interns follow up study was conducted in the project's last month. (For a complete list of the information sought and received as well as the approach used, please refer to Appendix K). The first part of the survey concerned Programmatic Components which supported the 27 Instructional Components evaluated in the second part as well as the overall project itself. The third part of the survey assessed the intentions of the interns in assuming occupational education leadership roles.

Programmatic Components: All seven of the programmatic components assessed by the interns received a favorable evaluation, i.e., above average ratings. The interns found their Three-Phase Evaluation Team experiences and Wednesday evening project seminars to be more valuable than the other programmatic components. Even the lowest rated component, Performance Portfolio, received a positive group response, and suggestions for improvement indicated clearer guides to using the portfolio plus a shortened-in-length document would remedy most of the problems with this component.

Instructional Components: All 27 instructional components--the 27 performance clusters designed in the model program--were rated

"valuable" by the group. The two instructional components receiving the highest ratings were "Analyzing Decision Problems" and "Educational Program Follow-Up". Receiving the lowest ratings were the following instructional components: "Student Teachers" and "Management Style Development". Perhaps the "Management Style Development" component would have been rated much higher had the Eastern Organizational Development program been completed, instead of only one-half completed, at the time of the interim follow-up study.

Intern Leadership Intentions. Kennedy's project interns intend to assume new positions, such as assistant director or department chairman, as well as greater leadership roles in the educational institutions where they will be working. Ten of the thirteen individuals changed to an administrative position while one more individual a greater leadership role in the department chairmanship position that he already held prior to entering the program. Of the two remaining interns, one individual a change to an administrative position (assistant director) after one more academic year in his school system and another individual to assume no position change from his current position, occupational teacher, for next year, however, both of these candidates do feel they will be given greater occupational leadership roles in their present positions because of their participation in the project. Six individuals of the fourteen participants and candidates to assume leadership roles in that 12 of the 13 were actively in administrative position vacancies and to them.

Perceived weaknesses of the Ohio Occupational Education Administration Project were given to the individual intern. According

to the teacher trainers and of those perceived weaknesses will be remediated through more experience, job-related workshops, and individual in-service development efforts.

In general the OEO-H interns were positive in their particular attitude toward the project.

Project Consultants Evaluations

On June 21, 22, and 23, Dr. John O'Dell, Superintendent of Berry School District, Petersburg, Illinois and Mr. William Bradshaw, Assistant Director, Madison, Illinois Public Schools served as outside consultants to the OEO Occupational Education Administration Project. They personally interviewed project interns on or during or June 21, and on June 22 and 23 they read project documents and conducted participant surveys via telephone among project interns, cooperating administrators, and OEO-H internship supervisors. Their complete report is contained in Appendix D.

Generally the evaluation consultants' analysis centered on efforts to adequately understand and investigate the model among those principals who the project as well as other university departments which might want to initiate a performance based approach to professional preparation. They also stressed the need for continued efforts to organize a project advisory committee and for the careful selection of supervisory and cooperating personnel who understand and appreciate the role professional experience that can be provided within the model's framework. Overall they found the program to be a unique and effective experience for both interns and the university.

Based on private sector management techniques and prior activities of the Vocational Administrative Development component (Ray O - page

[illegible] project personnel development consultants. Under the type training, Dr. [illegible] Project Director of Project and Gabriel Adams submitted an additional evaluation report. Their review [illegible] personnel on effective such a laboratory school activities daily in the project year and on including not only the project staff and teachers but also cooperating administrators and university supervisors as part of the development process. Reasons for these recommendations were to better [illegible] personnel in the second of the project year and to establish a collaborative climate from which to work of year among all project participants. Other aspects of their report dealt with the design of a better organizational development program should one be offered as a part of future programs. The complete report made by Dunn is Appendix C.

Consultants Used Individuals

In addition to the project staff a total of seven persons outside [illegible] of parts of the Intermediate Model Schools. The seven persons, not a part of the project staff, were as follows:

1. Dr. [illegible], Professor, Foundations of Education, College of Education, [illegible]
2. Dr. [illegible], Principal, Roanoke [illegible] School, [illegible]
3. Dr. [illegible], Assistant Principal, [illegible] City, [illegible] High School
4. Dr. [illegible], Principal, Roanoke High School, [illegible]
5. Dr. [illegible], Professor, Educational Administration, College of Education, [illegible]
6. Dr. [illegible], Director, Curriculum Development, Physical Sciences, College of [illegible] [illegible]

[illegible]

Table I Continued

Smith	None	0	0
	Knowledge	1	1
	Comprehension	58	36
	Application	64	40
	Analysis	33	21
	Synthesis	3	2
	Evaluation	0	0
Swope	None	0	0
	Knowledge	0	0
	Comprehension	3	2
	Application	17	11
	Analysis	34	21
	Synthesis	46	29
	Evaluation	59	37

Table II

LEVEL OF COGNITIVE PROFICIENCY DEVELOPMENT
PER COMPETENCY COMPOSITE--THIRTEEN INTERNS

N = 1 No Proficiency
K = 2 Knowledge
C = 3 Comprehension
Ap = 4 Application
Al = 5 Analysis
S = 6 Synthesis
E = 7 Evaluation

Competency	Pre Assessment								Post Assessment							
	N	K	C	Ap	Al	S	E	$\bar{X}$	N	K	C	Ap	Al	S	E	$\bar{X}$
1.1 a	3	6	4	1	0	0	0	2.3	0	0	1	6	2	3	1	4.8
b	3	4	5	1	0	0	0	2.3	0	0	1	7	2	0	3	1.8
c	5	4	4	0	0	0	0	1.9	0	0	3	6	2	1	[illegible]	1.3
d	1	5	2	4	0	0	1	3.0	0	0	1	4	3	4	1	5.0
e	3	4	5	1	0	0	0	2.3	0	0	0	7	1	1	4	5.2
f	5	3	5	0	0	0	0	2.0	0	0	3	7	3	0	0	4.0
g	6	4	1	2	0	0	0	1.9	0	0	3	4	5	0	1	4.4
h	2	5	3	3	0	0	0	2.5	0	0	0	5	3	2	3	5.2
i	4	5	2	2	0	0	0	2.2	0	0	1	9	2	0	1	4.3
j	1	5	3	4	0	0	0	2.8	0	0	0	7	5	1	0	4.5
k	2	8	0	3	0	0	0	2.3	0	0	0	8	4	1	0	4.5
l	4	6	0	3	0	0	0	2.2	0	0	1	8	3	1	0	4.3
m	2	6	5	0	0	0	0	2.2	0	0	2	6	1	4	0	4.5
n	5	3	3	2	0	0	0	2.1	0	0	3	3	5	2	0	4.5
o	5	4	2	2	0	0	0	2.1	0	0	1	8	0	3	1	4.6
p	2	5	1	4	0	0	1	2.9	0	0	2	5	3	0	3	4.8
q	1	4	3	5	0	0	0	2.9	0	0	1	5	3	1	3	5.0
r	4	3	2	4	0	0	0	2.5	0	0	1	7	3	1	1	4.5

Competency		Pre Assessment								Post Assessment							
		N	K	C	Ap	Al	S	E	$\bar{X}$	N	K	C	Ap	Al	S	E	$\bar{X}$
1.2	a	3	4	1	5	0	0	0	2.6	0	0	1	6	2	2	2	4.8
	b	6	4	1	2	0	0	0	1.9	0	0	4	5	2	0	2	4.3
	c	3	4	5	1	0	0	0	2.3	0	0	3	3	3	1	3	4.8
	d	7	4	1	1	0	0	0	1.7	0	1	6	4	2	0	0	3.5
	e	4	4	3	2	0	0	0	2.2	0	0	3	5	3	1	1	4.4
	f	4	3	4	2	0	0	0	2.3	0	0	4	3	4	1	1	4.4
	g	5	3	4	1	0	0	0	2.1	0	0	4	5	3	0	1	4.2
	h	5	4	3	1	0	0	0	2.0	0	0	4	4	2	2	1	4.4
	i	5	2	3	3	0	0	0	2.3	0	0	2	8	2	0	1	4.2
1.3	a	5	4	3	1	0	0	0	2.0	0	0	4	3	2	0	3	4.5
	b	5	3	4	1	0	0	0	2.1	0	0	1	6	1	3	2	4.9
	c	4	5	2	2	0	0	0	2.2	0	0	4	6	0	1	2	4.3
	d	4	4	2	3	0	0	0	2.3	0	0	3	7	0	2	1	4.3
	e	5	6	0	2	0	0	0	1.9	0	2	3	5	2	1	0	3.8
	f	6	3	3	1	0	0	0	1.9	0	1	3	5	3	0	7	4.1
	g	1	4	4	4	0	0	0	2.8	0	0	1	6	2	3	1	4.8
	h	3	3	4	3	0	0	0	2.5	0	0	0	7	4	1	1	4.7
1.4	a	5	5	1	2	0	0	0	2.0	0	0	2	6	1	3	1	4.6
	b	5	4	3	1	0	0	0	2.0	0	0	2	5	2	1	3	4.8
	c	6	2	3	2	0	0	0	2.1	0	0	1	5	2	0	5	5.2
	d	6	3	4	0	0	0	0	1.8	0	0	1	5	3	3	1	4.8
2.1	a	4	5	4	0	0	0	0	2.0	0	0	2	7	1	1	2	4.5
	b	4	5	4	0	0	0	0	2.0	0	0	3	6	2	1	0	3.9
2.2	a	3	5	3	2	0	0	0	2.3	0	0	0	8	2	2	1	4.7
	b	4	3	4	2	0	0	0	2.3	0	0	1	8	1	1	2	4.6
	c	3	5	4	1	0	0	0	2.2	0	0	3	6	2	2	0	4.2

Competency		Pre Assessment								Post Assessment							
		N	K	C	Ap	Al	S	E	$\bar{X}$	N	K	C	Ap	Al	S	E	$\bar{X}$
2.3	a	4	3	5	1	0	0	0	2.2	0	0	2	9	1	1	0	4.1
	b	2	7	3	1	0	0	0	2.2	0	0	1	9	1	1	1	4.4
	c	4	4	4	1	0	0	0	2.2	0	0	0	8	2	2	1	4.1
	d	2	6	4	1	0	0	0	2.3	0	0	0	9	1	2	1	4.6
2.4	a	5	4	3	1	0	0	0	2.0	0	0	1	8	1	2	1	4.5
	b	7	2	3	1	0	0	0	1.8	0	2	4	4	1	1	1	3.8
3.1	a	2	4	3	4	0	0	0	2.7	0	0	1	7	1	2	2	4.0
	b	1	4	3	5	0	0	0	2.9	0	0	1	8	1	2	1	4.5
3.2	a	5	3	3	1	0	1	0	2.3	0	0	2	3	3	1	4	5.2
	b	5	3	3	2	0	0	0	2.2	0	0	2	6	5	0	1	4.5
	c	3	6	2	1	1	0	0	2.3	0	0	3	5	3	1	1	4.4
	d	5	2	3	3	0	0	0	2.3	0	0	3	7	1	1	1	4.2
	e	4	4	3	2	0	0	0	2.2	0	1	6	5	0	0	1	3.6
	f	6	3	3	1	0	0	0	1.9	0	0	5	6	0	1	1	4.0
3.3	a	2	6	1	4	0	0	0	2.5	0	0	1	9	1	1	1	4.4
	b	5	6	2	0	0	0	0	1.8	0	0	4	5	2	2	0	4.2
	c	5	3	3	2	0	0	0	2.2	0	1	5	6	0	1	0	3.6
	d	7	3	2	1	0	0	0	1.8	0	1	7	4	1	0	0	3.4
	e	5	4	2	2	0	0	0	2.1	1	1	1	9	1	0	0	3.6
	f	6	4	1	2	0	0	0	1.9	1	0	8	3	0	1	0	3.3
	g	1	5	4	3	0	0	0	2.7	0	0	3	6	2	2	0	4.2
	h	3	4	3	3	0	0	0	2.5	0	0	2	5	2	1	3	4.8
	i	3	4	3	3	0	0	0	2.5	0	0	3	7	1	0	2	4.3
	j	3	3	5	2	0	0	0	2.5	0	0	3	6	2	2	0	4.2
	k	2	5	2	4	0	0	0	2.6	0	0	1	9	0	1	2	4.5

Competency		Pre Assessment								Post Assessment							
		N	R	C	Ap	Al	S	E	$\bar{X}$	N	R	C	Ap	Al	S	E	$\bar{X}$
4.1	a	2	5	4	1	0	0	1	2.7	0	0	3	6	2	1	1	4.5
	b	3	4	3	2	0	0	1	2.7	0	0	3	6	1	2	1	4.4
	c	3	2	7	1	0	0	0	2.5	0	1	4	4	2	1	1	4.1
	d	1	4	5	2	0	0	0	2.6	0	0	5	3	2	1	2	4.4
4.2	a	4	2	4	3	0	0	0	2.5	0	0	5	5	0	1	2	4.2
	b	2	4	4	2	0	0	1	2.8	0	0	2	4	3	1	3	4.9
	c	4	5	3	1	0	0	0	2.1	0	0	2	6	3	1	1	4.5
4.3	a	0	2	3	7	1	0	0	3.5	0	0	1	6	2	1	3	4.9
	b	2	4	3	4	0	0	0	2.7	0	0	3	4	4	1	1	4.5
	c	4	4	5	0	0	0	0	2.1	0	1	0	2	0	0	2	3.7
	d	5	5	2	1	0	0	0	1.9	0	0	4	5	3	0	1	4.2
	e	3	3	4	3	0	0	0	2.5	0	0	3	3	4	1	2	4.7
	f	2	6	3	2	0	0	0	2.4	0	0	3	5	1	1	3	4.7
4.4	a	2	6	4	1	0	0	0	2.4	0	0	3	6	2	2	0	4.2
	b	5	2	4	2	0	0	0	2.2	0	0	2	5	1	2	3	4.9
	c	5	6	2	0	0	0	0	1.8	0	0	3	6	1	1	2	4.5
	d	5	4	3	1	0	0	0	2.0	0	0	1	7	3	1	1	4.5
4.5	a	1	5	5	2	0	0	0	2.6	0	0	6	4	1	0	2	4.1
	b	2	3	2	6	0	0	0	2.9	0	0	5	5	0	1	2	4.2
4.6	a	2	3	6	2	0	0	0	2.6	0	0	1	9	1	0	2	4.5
5.1	a	2	4	4	2	1	0	0	2.7	0	0	0	0	2	1	2	4.8
	b	6	2	3	2	0	0	0	2.1	0	0	4	5	1	2	1	4.3
	c	3	3	4	3	0	0	0	2.5	0	0	4	5	1	1	2	4.4
	d	5	3	4	1	0	0	0	2.1	0	0	8	4	0	0	1	3.6
	e	2	3	5	1	1	1	0	2.9	0	0	2	7	1	1	2	4.5

Competency		Pre Assessment								Post Assessment							
		N	R	C	Ap	An	S	E	$\bar{x}$	N	R	C	Ap	An	S	E	$\bar{x}$
	f	4	5	3	1	0	0	0	2.1	0	0	6	5	0	2	0	3.8
	g	4	4	3	2	0	0	0	2.2	0	1	6	5	0	1	0	3.5
	h	2	5	5	1	0	0	0	2.4	0	0	4	6	1	1	1	4.2
	i	2	5	4	2	0	0	0	2.5	0	0	2	6	1	1	3	4.8
5.2	a	0	4	3	5	1	0	0	3.2	0	0	0	7	2	0	4	5.1
	b	2	6	1	2	0	0	0	2.4	0	0	4	4	3	1	1	4.3
	c	1	4	5	2	1	0	0	2.8	0	0	3	5	3	1	1	4.4
	d	2	4	4	2	1	0	0	2.7	0	1	4	5	0	0	3	4.2
	e	2	4	5	0	2	0	0	2.7	0	0	3	6	1	0	3	4.5
	f	3	5	3	2	0	0	0	2.3	0	0	4	4	3	0	2	4.4
	g	4	6	3	0	0	0	0	1.9	0	0	3	5	4	1	0	4.2
	h	2	4	2	5	0	0	0	2.8	0	0	2	6	0	3	0	4.3
	i	4	4	2	2	0	1	0	2.5	0	0	5	4	1	1	2	4.3
	j	1	4	4	3	0	1	0	3.0	0	0	2	6	0	2	3	4.8
5.3	a	6	5	0	2	0	0	0	1.6	0	0	4	7	1	1	0	3.9
	b	3	4	1	3	0	0	0	2.5	0	1	1	6	3	0	2	4.5
	c	0	2	1	0	0	1	0	1.7	0	0	4	6	0	2	1	4.2
	d	4	3	1	4	1	0	0	2.6	0	0	5	6	1	0	1	3.9
	e	4	2	3	3	1	0	0	2.6	0	0	0	0	1	0	4	5.0
	f	1	5	2	5	0	0	0	2.6	0	0	0	0	1	0	4	5.0
	g	0	4	2	6	1	0	0	3.3	0	0	0	0	5	0	2	4.8
	h	4	2	3	4	0	0	0	2.5	0	0	3	7	1	1	1	4.2
	i	0	3	3	6	0	2	0	3.0	0	0	0	5	1	3	4	5.5
	j	6	3	2	0	0	0	0	1.5	0	0	0	3	1	0	3	4.3
	k	1	5	0	4	0	0	0	2.9	0	0	1	0	1	0	3	4.7
	l	2		1	4	1	0	0	2.0	0	0	1	0	4	0	0	4.2

Competency		Pre Assessment								Post Assessment							
		a	b	c	d	e	f	g	h	a	b	c	d	e	f	g	h
5.6	a	1	5	0	3	0	0	0	2.7	0	0	1	7	1	0	1	4.7
	b	0	5	3	1	0	0	0	2.1	0	0	3	5	1	0	0	4.0
	c	3	6	1	3	0	0	0	2.3	0	0	1	6	1	0	0	5.0
6.1	a	0	5	3	1	0	0	0	2.1	1	0	3	6	0	1	0	4.0
	b	0	1	2	0	1	0	0	1.7	0	0	7	3	0	1	0	5.0
	c	0	2	0	6	0	0	0	2.5	0	0	1	6	1	0	0	5.0
	d	0	2	2	0	0	0	0	1.0	0	1	6	0	0	1	1	4.1
	e	0	2	2	0	0	0	0	1.0	0	1	0	5	1	1	0	5.7
	f	0	2	0	0	0	0	0	1.0	0	0	2	6	1	0	0	4.7
	g	7	2	0	0	0	0	0	2.1	0	1	1	6	1	0	1	10.0
	h	0	2	1	1	0	0	0	1.0	0	0	0	6	1	0	0	4.1
	i	0	0	1	2	0	0	0	2.0	0	1	0	2	1	1	0	4.1
	j	7	2	1	2	0	0	0	1.0	0	1	0	0	0	1	1	4.1
6.2	a	0	2	2	0	0	0	0	2.0	0	0	2	7	0	0	1	4.2
	b	0	2	0	1	0	0	0	2.0	0	1	0	0	1	0	1	4.2
	c	2	2	2	0	0	0	0	2.0	0	0	1	7	1	0	0	4.0
	d	0	0	2	2	0	0	0	2.1	0	0	2	7	0	0	1	4.2
	e	2	0	0	2	0	0	0	2.0	0	0	2	0	1	0	0	4.0
6.3	a	2	1	0	5	0	0	0	2.0	0	0	1	0	1	1	0	4.1
	b	0	2	0	2	0	0	0	2.2	0	0	0	7	0	1	0	4.0
7.1	a	2	2	0	0	0	0	0	2.7	0	0	0	0	1	0	0	4.0
	b	2	2	2	0	0	0	0	2.0	0	0	0	0	0	0	0	5.0
	c	0	0	2	0	1	0	0	2.1	0	0	0	0	1	1	1	4.2
	d	2	0	2	2	0	0	0	2.0	0	0	0	0	0	0	0	4.0
7.2	a	2	2	1	0	1	0	0	2.0	0	0	0	0	1	0	0	4.7

Subsidiary	Pre Assessment								Post Assessment							
	[illegible]								[illegible]							
[illegible]	[illegible]								[illegible]							
[illegible]	[illegible]								[illegible]							
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[illegible]		Pre-Assessment						Post-Assessment					
		[illegible]						[illegible]					
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Consistency		Pre-Inoculated							Post-Inoculated						

Competency		Pre Assessment							Post Assessment						
		N	Rc	Rs	V	O	C	$\bar{X}$	N	Rc	Rs	V	O	C	$\bar{X}$
	c	2	6	2	3	0	0	2.5	0	0	2	7	4	0	4.2
	d	6	4	1	2	0	0	1.9	1	0	3	6	2	1	3.8
	e	2	6	3	2	0	0	2.4	0	1	6	5	0	1	3.5
	f	4	3	2	3	1	0	2.5	0	0	2	7	3	1	4.2
	g	1	5	2	3	2	0	3.0	0	0	1	6	5	1	4.5
	h	1	1	2	7	2	0	3.6	0	0	1	5	5	2	4.6
	i	1	3	4	3	2	0	3.2	0	1	1	6	3	2	4.3
	j	2	2	4	3	2	0	3.1	0	0	2	8	2	1	4.2
7.3	a	3	5	1	4	0	0	2.5	0	0	4	6	2	1	4.0
	b	5	2	1	4	1	0	2.5	1	2	3	4	2	1	3.5
	c	4	3	2	3	1	0	2.5	0	0	4	7	1	1	3.9
	d	3	2	2	5	1	0	2.9	0	0	1	7	4	1	4.4
	e	1		3	3	1	0	2.8	0	0	1	7	3	2	4.5

Table IV

Level of Importance Post Assessment Per Performance Composite - Thirteen Interns and Cooperating Administrators

N = 0 = No Response
VU = 1 = Very Unimportant
U = 2 = Unimportant
I = 3 = Important
VI = 4 = Very Important

	Intern						Cooperating Administrator					
Performance	N	VU	U	I	VI	$\bar{X}$	N	VU	U	I	VI	$\bar{X}$
1.1 a	0	0	0	0	31	4.0	0	0	0	0	13	4.0
b	0	0	0	2	11	3.8	0	0	0	2	11	3.8
c	0	0	0	2	11	3.8	0	0	0	4	9	3.7
d	0	0	0	2	11	3.8	0	0	0	0	13	4.0
e	0	0	1	2	10	3.8	0	0	0	2	11	3.8
f	0	0	1	6	6	3.4	0	0	1	2	10	3.7
g	0	0	0	3	10	3.8	0	0	0	4	9	3.7
h	0	0	0	0	13	4.0	0	0	0	0	13	4.0
i	0	0	0	5	8	3.6	0	0	1	6	6	3.4
j	0	0	1	4	8	3.5	0	0	1	3	9	3.6
k	0	0	0	3	10	3.8	0	0	0	3	10	3.8
l	0	0	1	2	10	3.7	0	0	0	3	10	3.8
m	0	0	0	1	12	3.9	0	0	0	1	12	3.9
n	0	0	0	2	11	3.8	0	0	0	0	13	4.0
o	0	0	1	3	9	3.6	0	0	0	4	9	3.7
p	0	0	0	3	10	3.8	0	0	0	4	9	3.7
q	0	0	0	2	11	3.8	0	0	0	1	12	3.9
r	0	0	0	3	10	3.8	0	0	0	2	11	3.8

	Intern						Cooperating Administrator					
	N	VU	U	I	VI	$\bar{X}$	N	VU	U	I	VI	$\bar{X}$
1.2 a	0	0	0	3	10	3.8	0	0	0	3	10	3.8
b	0	0	2	4	7	3.4	0	0	2	3	8	3.5
c	0	0	0	0	13	4.0	0	0	0	1	12	3.9
d	0	0	0	6	7	3.5	0	0	0	5	8	3.6
e	0	0	0	5	8	3.6	0	0	0	3	10	3.8
f	0	0	0	2	11	3.8	0	0	0	1	12	3.9
g	0	0	0	4	9	3.8	0	0	0	1	12	3.9
h	0	0	0	3	10	3.7	0	0	0	1	12	3.8
i	0	0	0	2	11	3.8	0	0	0	3	10	3.8
1.3 a	0	0	0	2	11	3.8	0	0	0	4	9	3.7
b	0	0	0	3	10	3.8	0	0	0	2	11	3.8
c	0	0	0	1	12	3.9	0	0	0	1	12	3.9
d	0	0	0	2	11	3.8	0	0	0	2	11	3.8
e	0	0	0	4	9	3.7	0	0	1	4	8	3.5
f	0	0	0	1	12	3.9	0	0	0	2	11	3.8
g	0	0	0	1	12	3.9	0	0	0	1	11	3.9
h	0	0	0	2	11	3.8	0	0	0	2	12	3.8
1.4 a	0	0	0	1	12	3.9	0	0	0	1	12	3.9
b	0	0	0	4	9	3.7	0	0	0	1	12	3.9
c	0	0	0	0	13	4.0	0	0	0	0	13	4.0
d	0	0	1	0	12	3.8	0	0	0	0	13	4.0
2.1 a	0	0	2	3	8	3.5	0	0	3	3	7	3.3
b	0	0	2	6	5	3.2	0	0	2	4	7	3.4
2.2 a	0	0	0	1	12	3.9	0	0	0	1	12	3.9
b	0	0	0	1	12	3.9	0	0	1	1	11	3.8
c	0	0	0	2	11	3.8	0	0	0	1	12	3.9

	Intern						Cooperating Administrator					
	N	VU	U	I	VI	$\bar{X}$	N	VU	U	I	VI	$\bar{X}$
2.3 a	0	0	1	3	9	3.6	0	0	0	4	9	3.7
b	0	0	0	3	10	3.8	0	0	0	2	11	3.8
c	0	0	0	3	10	3.8	0	0	0	4	9	3.7
d	0	0	0	5	8	3.6	0	0	0	2	11	3.8
2.4 a	0	0	0	2	11	3.8	0	0	0	2	11	3.8
b	0	0	0	4	9	3.7	0	0	0	5	8	3.6
3.1 a	0	0	0	1	12	3.9	0	0	0	2	11	3.8
b	0	0	1	1	11	3.8	0	0	0	0	13	4.0
3.2 a	0	0	1	1	11	3.8	0	0	1	2	10	3.7
b	0	0	0	0	13	3.8	0	0	1	2	11	3.7
c	0	0	0	1	12	3.9	0	0	0	0	13	4.0
d	0	0	0	2	11	3.8	0	0	0	2	11	3.8
e	0	0	0	3	10	3.8	0	0	0	4	9	3.7
f	0	0	1	4	8	3.5	0	0	0	5	8	3.6
3.3 a	0	0	0	1	12	3.9	0	0	0	1	12	3.9
b	0	0	0	2	11	3.8	0	0	2	2	9	3.5
c	0	0	0	2	11	3.8	0	0	0	1	12	3.9
d	0	0	0	2	11	3.8	0	0	0	3	10	3.8
e	0	0	1	2	10	3.7	0	0	0	2	11	3.8
f	0	1	1	4	7	3.3	0	0	1	8	4	3.2
g	0	0	0	0	13	4.0	0	0	0	2	11	3.8
h	0	0	0	1	12	3.9	0	0	0	0	13	4.0
i	0	0	0	0	13	4.0	0	0	0	0	13	4.0
j	0	0	0	0	13	4.0	0	0	0	0	13	4.0
k	0	0	0	0	12	3.9	0	0	0	3	10	3.8
4.1 a	0	0	0	3	10	3.8	0	0	0	4	9	3.7

		Intern						Cooperating Administrator					
		N	VU	U	I	VI	$\bar{X}$	N	VU	U	I	VI	$\bar{X}$
	b	0	0	0	5	8	3.6	0	0	0	3	10	3.8
	c	0	0	0	4	9	3.7	0	0	0	3	10	3.8
	d	0	0	1	1	11	3.8	0	0	1	0	12	3.8
4.2	a	0	0	2	3	8	3.5	0	0	0	6	7	3.5
	b	0	0	0	1	12	3.9	0	0	0	1	12	3.8
	c	0	0	1	4	8	3.5	0	0	1	4	8	3.5
4.3	a	0	0	0	2	11	3.8	0	0	0	2	11	3.8
	b	0	0	1	0	12	3.8	0	0	1	0	12	3.8
	c	0	0	0	3	10	3.8	0	0	1	4	8	3.5
	d	0	0	0	4	9	3.7	0	0	0	6	7	3.5
	e	0	0	0	3	10	3.8	0	0	0	3	10	3.8
	f	0	0	0	2	11	3.8	0	0	0	4	9	3.7
4.4	a	0	0	0	2	11	3.8	0	0	0	2	11	3.8
	b	0	0	0	0	13	4.0	0	0	0	1	12	3.9
	c	0	0	1	2	10	3.7	0	0	1	5	7	3.5
	d	0	0	0	1	12	3.9	0	0	0	2	11	3.8
4.5	a	0	0	0	2	11	3.8	0	0	0	2	11	3.8
	b	0	0	0	3	10	3.8	0	0	0	2	10	3.8
4.6	a	0	0	0	3	10	3.8	0	0	1	0	12	3.8
4.7	a	0	0	0	3	10	3.8	0	0	1	0	12	3.8
5.1	a	0	0	1	0	12	3.8	0	0	0	1	12	3.9
	b	0	0	1	2	10	3.7	0	0	0	4	9	3.7
	c	0	0	0	0	13	4.0	0	0	0	1	12	3.9
	d	0	0	0	1	12	3.9	0	0	0	1	12	3.9
	e	0	0	0	1	12	3.9	0	0	0	0	13	4.0
	f	0	0	0	3	10	3.8	0	0	0	2	11	3.8

		Interm						Cooperating Administrator					
		N	WU	U	I	WI	$\bar{X}$	N	WU	U	I	WI	$\bar{X}$
	g	0	0	0	3	10	3.8	0	0	0	2	11	3.8
	h	0	0	0	1	12	3.9	0	0	0	0	13	4.0
	i	0	0	0	0	13	4.0	0	0	0	0	13	4.0
5.2	a	0	0	0	1	12	3.9	0	0	0	2	11	3.8
	b	0	0	0	5	8	3.6	0	0	0	5	8	3.6
	c	0	0	0	1	12	3.9	0	0	0	1	12	3.9
	d	0	0	0	2	11	3.8	0	0	0	0	13	4.0
	e	0	0	0	4	9	3.7	0	0	0	4	9	3.7
	f	0	0	0	1	12	3.9	0	0	0	2	11	3.8
	g	0	0	0	1	12	3.9	0	0	0	2	11	3.8
	h	0	0	0	2	11	3.8	0	0	0	1	12	3.9
	i	0	0	0	2	11	3.8	0	0	1	2	10	3.7
	j	0	0	0	2	11	3.8	0	0	0	2	11	3.8
5.3	a	0	0	0	4	9	3.7	0	0	1	4	8	3.5
	b	0	0	0	1	12	3.9	0	0	1	0	12	3.8
	c	0	0	0	1	12	3.9	0	0	0	1	12	3.8
	d	0	0	0	1	12	3.9	0	0	0	0	13	4.0
	e	0	0	0	1	12	3.9	0	0	0	0	13	4.0
	f	0	0	0	4	9	3.7	0	0	0	3	10	3.8
	g	0	0	0	2	11	3.8	0	0	0	1	12	3.9
	h	0	0	1	4	8	3.5	0	0	0	3	10	3.8
	i	0	0	0	0	13	4.0	0	0	0	0	13	4.0
	j	0	0	1	7	5	3.3	0	0	2	6	5	3.2
	k	0	0	0	0	13	4.0	0	0	0	0	13	4.0
	l	0	0	0	3	10	3.8	0	0	0	2	11	3.8

	Sintoms						Diagnostic Ability					
	N	NN	S	I	YI	$\bar{X}$	N	NN	S	I	YI	$\bar{X}$
5.4 a	0	0	0	5	8	3.6	0	0	0	2	11	3.8
b	0	0	0	2	11	3.9	0	0	0	3	10	3.8
c	0	0	1	2	10	3.7	0	0	0	1	12	3.9
6.1 a	0	0	1	0	12	3.8	0	0	1	0	12	3.8
b	0	0	0	2	11	3.8	0	0	0	2	11	3.8
c	0	0	0	1	12	3.9	0	0	0	0	13	4.0
d	0	0	0	1	12	3.9	0	0	0	0	13	4.0
e	0	0	0	3	10	3.8	0	0	0	1	12	3.9
f	0	0	0	0	13	4.0	0	0	0	1	12	3.9
g	0	0	0	2	11	3.8	0	0	0	2	11	3.8
h	0	0	0	1	12	3.9	0	0	0	1	12	3.9
i	0	0	0	4	9	3.7	0	0	0	2	11	3.8
j	0	0	0	5	8	3.6	0	0	0	2	11	3.8
6.2 a	0	0	0	3	10	3.8	0	0	0	1	12	3.9
b	0	0	0	2	11	3.8	0	0	0	2	11	3.8
c	0	0	0	3	10	3.8	0	0	0	3	10	3.8
d	0	0	0	1	12	3.9	0	0	0	1	12	3.9
e	0	0	1	3	9	3.6	0	0	0	4	9	3.7
6.3 a	0	0	0	1	12	3.9	0	0	0	0	13	4.0
b	0	0	0	1	12	3.9	0	0	0	2	11	3.8
7.1 a	0	0	0	2	11	3.8	0	0	0	1	12	3.9
b	0	0	0	1	12	3.9	0	0	0	0	13	4.0
c	0	0	0	2	11	3.8	0	1	0	1	11	3.7
d	0	0	1	1	11	3.8	0	0	0	4	9	3.7
7.2 a	0	0	0	2	11	3.8	0	0	1	0	12	3.9
b	0	0	0	3	10	3.8	0	0	0	3	10	3.8

[illegible]

[illegible]

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	C	S	W	I	OJT	IA	OJT/A	AT	NR
c	0	0	0	0	6	0	1	1	5
d	0	0	0	0	9	0	2	0	2
7.2a	0	0	1	0	8	0	2	0	2
b	2	0	1	0	6	0	1	0	3
c	2	0	0	0	5	0	4	0	2
d	4	0	0	0	3	0	0	0	6
e	1	0	0	0	6	0	4	0	2
f	1	0	0	0	4	0	2	1	5
g	0	0	0	0	9	0	2	1	1
h	0	0	0	0	9	0	1	1	2
i	0	0	0	0	9	0	3	0	1
j	1	0	0	0	7	0	3	0	2
7.3a	1	0	1	0	5	0	2	1	3
b	0	0	0	0	5	0	1	1	6
c	1	0	0	0	5	0	2	1	4
d	1	0	0	0	6	0	2	1	3
e	0	0	0	0	9	0	2	1	1

	C	S	W	I	OJT	IA	OJT/A	AT	NR
	0	0	0	4	2	2	1	3	1
	1	0	0	5	3	1	0	3	0
	0	0	0	5	4	0	1	3	0
	0	0	0	5	2	3	1	2	0
	1	0	0	5	1	1	2	3	0
	3	0	0	5	1	1	0	3	0
	2	0	0	4	1	2	1	3	0
	0	0	0	4	4	2	0	3	0
	0	0	0	4	3	1	2	3	0
	0	0	0	5	3	1	1	3	0
	0	0	0	4	5	0	1	3	0
	0	0	0	9	1	2	0	1	0
	1	0	0	6	1	1	1	3	0
	2	0	0	3	3	1	1	2	1
	1	0	0	4	1	3	1	3	0
	0	0	0	7	3	1	1	1	0
	1	0	0	6	2	1	0	3	0

PART IV

CONCLUDING COMMENTS

Rapid technological and societal change dictates that competent occupational education leadership be prepared now. Occupational education administration project experiences gained during the past year coupled with that of the previous two years has resulted in the generation of information that has potential value to other universities as they strive to meet this need.

POSITIVE OBSERVATIONS

* It is possible to prepare Occupational Education leaders/administrators using a performance-based program centered on the 159 performances previously defined and validated by project staff.
* Limiting program admission to persons approved by their local administrator and identified as ready for an expanded leadership/administration role has resulted in a highly motivated and experienced student body who have been willing and able to enter leadership roles immediately upon completion of the program.
* The interaction that occurs among the university supervisor, local cooperating administrator, and intern has resulted in a very rapid quantitative and qualitative upgrading of the occupational education leadership/administration role in Southern Illinois.

* Involving several members of the Educational Administration staff in the project has resulted in a cadre of professors who are now knowledgeable about and believe in performance-based instruction and in the objectives of occupational education.

NEGATIVE OBSERVATIONS

* A program model based on a year in length, two hour per day internship in the students' home school is extremely expensive in terms of time and money.
* Local administrators are not positive toward lengthy internship for persons other than those currently employed educational personnel who have exhibited a commitment to staying in the school system after they have completed the program.
* The program model does not easily accomodate the student from a school that is too small to provide a worthwhile internship.
* The program model is not designed to meet the needs of the full-time student on campus.

TOWARD THE FUTURE

Continued development of the performance-based approach to the preparation of occupational education leadership/administrators will take place during the coming 1974-75 school year. The emphasis of the project will be the integration of the performance-based approach into the existing university structure in such a manner that the advantages of performance-based instruction and internship are retained as the preparation of occupational education leaders continues after funding ceases. The 159 performance statements will be allocated among the courses which comprise the core required for an administrative

certificate, level one. The internship process will be further refined and established so that it can be conducted in either a format as previously done or as a concentrated time frame during an eight to twelve week, eight hour per day, five day per week experience for the 1975-76 year.

IN SUMMARY

The Occupational Education Administration Project has been beneficial for the state of Illinois in that it has established the feasibility of performance-based instruction as a means of preparing occupational education leaders/administrators. The Occupational Education Administration Project has been a positive influence at Southern Illinois University in that there is now a cadre of Occupational Education and Educational Administration professors who believe in and are committed to performance-based instruction and occupational education. The Occupational Education Administration Project has benefitted the Southern Illinois region in that there is now a corp of well prepared Vocational Directors and public school administrators who have the expertise and committment essential to continued development of Occupational Education.

Appendix A

PLACEMENT

Interns were provided individual assistance in obtaining leadership positions commensurate with their new abilities. In addition, the following letter was sent to each community college, junior high school, and area vocational center chief administrative office in those Illinois counties south of Interstate 70. Also, all superintendents of educational service regions and State of Illinois Division of Vocational and Technical Education regional supervisors in the state of Illinois were similarly notified. Project staff are now and will continue to forward job descriptions from potential employers to interested interns as they are received.

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Occupational Education

May 30, 1974

Dear Colleague:

The State of Illinois Division of Vocational and Technical Education has funded a project to prepare Occupational Education leaders for schools and other agencies. For the past two years we have followed a competency-based curriculum to prepare graduate level interns for leadership positions such as Director of Vocational Education, Director of Career Education, Director of an Area Vocational School, Dean of Vocational Education, Director of Vocational Curriculum, Chairman of a Vocational Department, Vocational Coordinator, and/or Supervisor of Vocational Education. All graduates have earned a Master's degree and a State of Illinois Level I Administrative Certificate.

While all of our graduates are currently employed some have not as yet been promoted to positions commensurate with their acquired abilities. These few are therefore willing to consider a move. If you have need for the services of such an individual and desire help in locating a well-qualified person to meet your unique situation, perhaps I can be of assistance. Send me a description of the position available and I in turn will see that each of the available candidates receives notice of the position. Candidates in turn will assume responsibility for an appropriate reply.

It is anticipated that this project will continue next year. If you know a person who would be a good participant please send his/her name to me.

If I may be of further service, please do not hesitate to call or write.

Sincerely,

Wayne S. Ramp

Wayne S. Ramp, Director
Occupational Education Administration
Project

WSR:sl

APPENDIX B

Occupational Education Administration

Competency List

PROGRAM PLANNING & IMPLEMENTATION PERFORMANCE AREA I

Be responsible and accountable for planning, developing, evaluating, and evaluating vocational education programs for a comprehensive high school system, an area secondary vocational center, or a community college.

Occupational Program Planning

1.1 Given the task of planning a total vocational program, the occupational education leader will be able to:

a. prepare a short-range and a long-range program plan for vocational education in the school.

b. determine the occupations for which training is to be offered in the vocational program.

c. analyze long-range course needs for the vocational program.

d. identify the competencies needed for entry into an occupation.

e. secure assistance from staff members in the preparation of the local plan.

f. submit a proposed program plan to the local administration based upon the results of a vocational education survey.

g. analyze job market, student interests, [illegible] cost, and ongoing cost relative to existing or proposed [illegible] vocational programs.

h. write general objectives for a vocational education program.

i. determine manpower implications for vocational education.

j. evaluate the economic implications for vocational education.

k. secure the services of federal and State agencies for program development.

l. identify employment trends at the local, state, regional and national level.

m. identify changes in technology and equipment in keeping relating to existing vocational programs.

n. design relevant programs and courses that are reflective of constantly changing occupations.

a. provide leadership in the identification of the occupational education systems and how they relate to the objectives of the institution.

b. develop programs geared to the disadvantaged and special needs students.

c. develop and present a program to prospective students and the community which explains the occupational programs available to them.

d. apply the knowledge of state and federal legislation and its impact upon program planning.

External Resources And Planning

1.2 Given the need for using external resources in program planning, the occupational education leader will be able to:

a. extract the job of state employment office personnel, key figures in business and industry, state staff, and teacher-training institutions for program planning purposes.

b. consult the local office of the U.S. Employment Service to obtain information on employment trends and needs.

c. identify the role and function of advisory committees and orient the committee to that role and function.

d. obtain school board authorization for organizing an advisory committee.

e. establish the criteria for and select advisory committee members.

f. establish a working relationship with advisory committee members.

g. extract the aid of the advisory committee for long-range program planning purposes.

h. use the expertise of the advisory committee in making an analysis of an occupational field.

i. extract the participation of management and labor representatives to identify a variety of occupational opportunities.

[illegible] Occupational Programs

3.3 Given an operational occupational education program, the occupational education teacher will be able to:

a. develop a procedure for keeping all staff members informed about all occupational programs and courses;

b. provide guidelines for administering programs and courses on a basis of an administrative unit;

c. schedule staff and facilities for maximum program participation;

d. seek agreements with community sources for providing additional program opportunities;

e. evaluate alternative occupational courses in terms of benefits to cost;

f. build flexibility into the vocational schedule so that students can change their level of training or position;

g. identify specific legal limitations affecting occupational students in cooperative occupations;

h. analyze current and projected technological needs.

[illegible] Instruction and Supervision

3.4 Given the need to improve instruction and modify program components, the occupational education teacher will be able to:

a. assess program structure in light of criteria provided through organizational patterns at the state and federal level;

b. involve employers and labor representatives when evaluating program courses and programs;

c. involve students, staff members, administrators and outside agencies in the evaluation of the occupational programs;

d. develop and implement a procedure for evaluating the total occupational program.

[illegible]

[illegible]

[illegible]

c. supervise the advisory committee in conducting a vocational education survey.

d. indicate resource persons who can provide consolation service to the advisory committee.

e. communicate the date, place, and agenda of an advisory committee meeting to all persons concerned.

f. collect occupational data from employers to identify vocational education needs.

Data Collection And Results

4.4 Given knowledge of special reports, data collection and educational surveys, the occupational education leader will be able to:

a. organize reports into a concise form so that only the data related to the subject of the report is printed.

b. accumulate data of vocational reports required by the state department of education.

c. obtain administrative approval for a vocational education survey.

d. design a concise, clear follow-up instrument which will furnish needed data and that is brief enough that participants will complete and return the instrument.

Work Place Safety

4.5 Given a knowledge of accident prevention, legal requirements, and student special needs, the occupational education leader will be able to:

a. develop and communicate a safety program based on legal requirements and safety standards which will permit optimum utilization of equipment.

b. adapt existing instructional programs to students with special needs.

Curriculum/Time Evaluation

4.6 Given knowledge of vocational programs, scheduling of faculty and students the occupational education leader will be able to:

a. evaluate content and time allotted for present courses and programs.

PROGRAM MANAGEMENT: PERFORMANCE AREA 5

Apply management techniques to all aspects of a total vocational program utilizing external and internal resources.

Supervisory Functions

5.1 Given the knowledge of supervisory, delegative, and cooperative responsibilities and the means of their effective application with staff personnel, the occupational education leader will be able to:

a. identify those staff members who are capable and willing to accept and carry out responsibilities delegated to them.

b. incorporate controversial issues when making a decision on one particular issue.

c. utilize the skills of staff members in solving problems related to the vocational programs, and give due credit to the individuals involved.

d. establish an effective chain of command with a responsible supervisor at each level.

e. keep staff members clearly informed as to what is expected of them.

f. inform staff members of the accepted methods to be used in the resolution of grievances.

g. settle grievances quickly after listening to all issues and positions.

h. secure maximum performance from staff members.

i. assist staff members in defining goals, tasks, and purposes of new programs as well as developing new approaches to instruction (team teaching, modular scheduling, etc.).

Occupational Program Follow-Up

5.2 Given a school program and the procedures involved to effectively guide the student's learning and meeting of his goals, the occupational education leader will be able to:

a. appraise the value of general education to vocational students.

b. appraise the value of various testing methods as a basis for counseling students.

c. evaluate programs on the basis of the progression of student behavior toward established goals.

d. determine the reasons students drop out of the vocational program.

e. determine the need for follow-up questionnaires.

f. devise a system for continual follow-up information on the placement, employment and training status of each graduate of the vocational program.

g. motivate staff members to provide information to prospective students for all vocational offerings.

h. work with guidance personnel to develop occupational information describing local and national opportunities.

i. suggest to teacher-coordinators methods of improving in-school and on-the-job cooperative vocational education instruction.

j. interpret the role of guidance, counseling and placement in vocational education.

Management Style Development

5.3 Given the knowledge of management techniques, the occupational education leader will be able to:

a. define background information concerning controversial issues which require decisions.

b. interpret and apply federal legislation related to vocational education.

c. correlate job market, student interest, initial cost and on-going cost related to existing or proposed specialized vocational programs within the vocational education program.

d. delegate authority to units or individuals nearest the point where the action takes place.

e. perceive evaluation of the program as the responsibility of students, staff members, administrators and outside agencies.

f. express and demonstrate a philosophy consistent with the objectives of vocational education.

g. realize when he has made a mistake and profit from the experience.

h. examine controversial positions, make a decision and justify the position taken.

i. maintain ethical standards expected of a professional educator.

j. devise a plan for survey staff to follow in conducting a vocational education survey.

k. cooperate with fellow administrators in educational planning and decision making at the local level.

l. select the most appropriate system or procedure for each problem with which he is faced.

Complying With Legislation

5.4 Given the procedures for establishing public relations and the ability to interpret and comply with legislation at the local, state and federal levels, the occupational education leader will be able to:

a. utilize state office personnel anytime their expertise can assist in any facet of the vocational program.

b. plan, schedule, execute and evaluate in-service training systematically.

c. cooperate with state staff members in supporting, developing, sustaining and evaluating vocational programs.

MANAGEMENT OF PHYSICAL FACILITIES, SUPPLIES AND EQUIPMENT: PERFORMANCE AREA 6

Prepare budgets and acquire and utilize facilities, supplies and equipment to their greatest advantage for the institution.

Facility And Equipment Budgeting

6.1 Given the current budget, an inventory of present physical facilities and the curriculum, the occupational education leader will be able to:

a. specify the long range facility, equipment and supply needs for the vocational education program.

b. prepare a long-range budget which projects the financial needs of the total vocational education program.

c. plan an operating budget proposal for consumable supplies, services and materials needed in a vocational course.

d. prepare a capital outlay budget proposal for the total vocational program.

e. prepare budgets based on anticipated income from federal, state and local sources.

f. file reimbursement claims with the Division of Vocational and Technical Education.

g. analyze capital outlay and projected funds needed to begin and continue a new vocational course or program.

h. allow for flexibility in a budget for price changes, enrollment changes and new products.

i. develop and implement a procedure for establishing priorities for the use of funds and other available resources.

j. verbalize and substantiate budgeting priorities, property and accountability decisions you have made to appropriate persons at any time.

Purchasing Equipment

6.2 Given budgetary information and present needs of the vocational program, the occupational education leader will be able to:

a. identify financial requirements for purchasing needed equipment.

b. arrange for additional vocational facilities to accommodate expanded enrollments and technological advancements related to the vocational program.

c. identify various sources of securing needed equipment.

d. devise a procedure for acquiring the supplies and equipment needed in each vocational course.

e. identify the tools and equipment needed for the vocational program during the current academic year.

Utilizing Physical Facilities

8.3 Given the floor plan of physical facilities the occupational education leader will be able to:

a. plan vocational laboratory layouts to gain maximum benefits from available space.

b. apply teaching stations to achieve the stated objectives for each program.

Public Relations: Purposes and I

Analyze the overall structural aspect of the public relations and publicity network in order to: a) define available sources and kinds of information available, b) define critical communication media to convey vital information to the various stakeholder groups and individuals throughout the home city, and c) decide periodically reactions in service groups.

Accomplishing Public Opinion

9.1 Given a number of general problems associated with occupational education, the occupational education leader will be able to:

a. identify the make-up of the community before planning a program of school-community relations.

b. prepare informal feedback on the vocational program through contacts with individuals in the school and community.

c. evaluate the degree to which the objectives of the community orientation program have been met.

d. ascertain and evaluate public opinion about vocational programs.

Participating Occupational Programs

7.2 Given an outline of the purposes of occupational education and a description of the community, the occupational education teacher will be able to:

a. speak to school and community groups about the vocational program.

b. publicize the establishment of the advisory committee, its members and its functions to the school and community.

c. communicate what is going on in business and industry to the school staff.

d. publicize the purposes and objectives of a vocational education center.

e. use a variety of communication techniques on a continuing planned basis to influence public opinion.

f. conduct public relations activities to reach external publics (merchants, businessmen, community organizations, professional organizations, etc.).

g. conduct public relations activities to reach internal publics (school administrators, teachers, guidance staff, and students).

h. write articles about community activities being carried on by the vocational program, for the news media.

i. conduct an open house to familiarize members of the school and the community with activities of the vocational program.

j. provide brochures to acquaint the school and community with various aspects of the vocational program.

Working With the Community

7.3 Given the description of the formal and informal power structure of the community, the occupational education teacher will be able to:

[illegible]

[illegible]

CONSULTANT'S EVALUATION

SUBJECT:

The following is our evaluation and future recommendation for basic behavioral science training in your vocational administration internship program.

OVERVIEW:

The professional development of participants, trainers, and directors was significantly awakened and explored through these eight sessions. The participation level and learning continually increased due to group enthusiasm and support. In our opinion, the thrust of this enthusiasm was created by the director through his previous training in basic human relations and his ability to create an atmosphere with this group which encouraged each individual to assess and stretch his potential.

CONCLUSIONS:

Personal Development

This objective was met and our fondest expectations realized by the group. Their personal development in the areas of self-knowledge, openness, and awareness of impact on others was a visible demonstration of the group's learning.

Skill Development

We feel this objective was only minimally met, largely due to design variables. Specifically, the skill areas of listening, consulting, and leadership styles were hindered.

RECOMMENDATIONS:

Training

Basic behavioral science training should begin no later than the second month of the internship program.

Participants

In addition to the interns, cooperative administrators, university supervisors, and student research assistants could benefit later in the program by their attendance.

Sequence

Future training schedules should capitalize on the momentum gained during day long, Saturday sessions, and eliminate the fatigue factors which decreased effectiveness in the evening three-hour sessions. In addition, a weekend team building laboratory should be incorporated as a first session, providing a sound foundation for the entire vocational administrator program.

Design Considerations

Early attention should be paid to experiencing and coping with handling conflict and pressure and the ramifications of power and influence.

Skill development in the area of goal setting does not warrant time consideration due to adequate coverage in the intern's academic course work.

The incorporation of video tape equipment would enhance the learning during the entire skill development portion of the program.

Instruments should be scored outside of the workshop hours to provide maximum utilization of time for data interpretation and integration. A list of the instruments used and their source are attached.

DISCUSSION

Timing

This year's training was comparable to trying to place the cornerstone after the building had been erected. These basic behavioral science skills would be of best use to participants if learned and practiced throughout the entire program year.

Participants

Practical application was difficult for the interns to conceive due to their lack of experience. This variable could be decreased by early participation of administrators and supervisors who could relate potential use of the skills learned. In addition to this factor, basic building blocks of supervisory/student communication could be established early in the year.

Sequence

Due to the time allowances required for participants and trainers to gain involvement and process the evening's learning, the three-hour evening sessions provided only approximately one hour and forty-five minutes of efficient learning time. This was primarily due to wrapping up the day's outside activities, travel time, and the late evening hours.

The day long sessions were more productive and noticably higher participation was observable.

Design Considerations

We observed with this group, as with most, a reluctance to deal with the issues of power, authority, conflict, and pressure to a questionable level of avoidance for any individual of a supervisory or administrative position. Recent findings and industrial experience reveal this is a common symptom associated with inexperience and is best dealt with by early experiential exposure in a non-threatening atmosphere.

INSTRUMENTS

1. Fundamental Interpersonal Relationship -- Behavior

2. Fundamental Interpersonal Relationship -- Feelings

3. Educational Values

   by William C. Schutz
   Resource - Consulting Psychologist Press Inc.
   577 College Avenue
   Palo Alto, California 94306

4. Helping Relationship Inventory

5. Styles of Management Inventory

6. Work Motivation Inventory

   by Jay Hall
   Resource - Teleometrics Inc.
   Suite 424 South Post Oak Road
   Houston, Texas 77027

7. Supervisory Attitude

   by Robert N. Ford (AT&T)
   Resource - University Associates
   P. O. Box 80637
   San Diego, California 92138

8. Organizational Climate

   from "The Human Organization" by Rensis Likert
   McGraw-Hill Book Company

Appendix D

WEDNESDAY NIGHT MEETINGS

Regular weekly meetings of project interns and staff have been an important part of this endeavor. Such gatherings provided an opportunity for staff to facilitate learning, for interns to share problem and identify solutions and in general resulted in a warm comraderie and increased learning.

FALL 1973

OCCUPATIONAL EDUCATION ADMINISTRATION PROJECT

Areas of concentration in class:

1. Program Planning and Implementation Performance Area #1.0
2. Program Operation Performance Area #4.0

Outline of class meetings:

Place	Date	Tasks
Carbondale	9-28	Orientation to quarter's work; OVTE planning and budgeting forms; OE questionnaires and memoranda of agreement.
Clay City	10-3	OVTE planning and budgeting form; guest speaker Mr. Bill Hill; Cluster 4.4--Given knowledge of special reports.....
Springfield	10-9	Springfield OVTE visit.
Carbondale	10-17*	Cluster 1.1--Given the task of planning a total vocational program.....
Carbondale	10-24*	Cluster 1.2--Given the need for using external resources in program planning..... And Cluster 4.3--Given knowledge of working with advisory committees, institutional or community professionals.....
Rend Lake	10-31*	Cluster 1.3--Given an operational education program.....
Carbondale	11-7*	Cluster 1.4--Given the need to improve instruction and modify program components.....
Wayne City	11-14	Clusters 4.1 & 4.6--Given knowledge of staff problems and scheduling difficulties...and Given knowledge of vocational program, scheduling of faculty and students.....
	11-21	No meeting
Carbondale	11-28**	Cluster 4.2--Given information on student teaching policies, regulations, and institutional objectives.....
Carbondale	12-5	Cluster 4.5--Given a knowledge of accident

prevention, legal requirements, and student special needs. ... ISAM materials.

12-12 Final examination week.

- Extensive use of ISAM materials will be made. Ohio occupational education program evaluations, e.g., OVTI Three-Phase Evaluations, will be used.
- Information from ISU-C's Department of Professional Education Services will be used for this class period.

[illegible]

Areas of concentration in class:

1. [illegible] Performance Area #1.0
2. Personnel Development and Management Performance Area #2.0

Section of class meetings:

Class	Sect	Info
Lecture/Lab	1-0	[illegible] Test, Session, and Results of Survey
Lecture/Lab	1-0	Course 1.1--Given a packet of [illegible]
Lecture	1-00	Course 1.2--Given a set of [illegible] [illegible] per day allowed to perform
Lecture/Lab	1-00*	Course 1.3--Given training to [illegible] the [illegible]
Lecture/Lab	1-00	Probability of [illegible] (See attached [illegible] of [illegible], 10 minutes per person)
Lecture/Lab	2-0	Series [illegible] in a group
Lecture/Lab	2-00	Logical series of [illegible]. Course 1.4--Given [illegible] [illegible] and [illegible] periods
Lecture/Lab	2-00*	Course 2.1--Given a group of [illegible] [illegible]
	2-07	Course 2.2--Given [illegible] work, [illegible] of [illegible], [illegible] [illegible] per [illegible]
	3-0	Course 3.0--Given individual performance [illegible] per period [illegible]
	3-00	Final Examination Night

Possible Small Section: Mr. Bill Smith
Topic: Special Purpose of SPE
Possible Small Section: Mr. Small Largest Topic: Understanding

[illegible]

[illegible]

Areas of Concentration in Class:

1. [illegible]
2. [illegible]

Tentative outline of Class Meetings:

Class	Date	Topic
	[illegible]	[illegible]
[illegible]	[illegible] (Thurs. & Fri.)	[illegible]
[illegible]	[illegible] (Mon. & Tues.)	[illegible]
	[illegible]	[illegible]
		[illegible]
	[illegible]	[illegible]
		[illegible]
		[illegible]
	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

SIU

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Occupational Education

VISITATION WITH JACK RAWLINSON
INTERN AT CARMI HIGH SCHOOL
BY FRED J. ARMISTEAD
(November 15, 1973)

Mr. Frank Barbre, Cooperating Administrator, and I met with Intern Jack Rawlinson in Room 14, Carmi high school at 2:00 p.m.

Intern Rawlinson had been quite busy with the following tasks completed:

1. State Vocational Reimbusement forms for Vocational Nursing, Auto Mechanics, etc.
2. Follow-up for 1972-73 graduates in Vocational Education as of October 24, 1973.
3. Reimbursement Ratings of 1972-73 Vocational Courses in Basic Agriculture, Typing, Business Law, etc.
4. Attended Little Wabash Cooperative Vocational Center's Advisory Committee meeting, September 18, 1973. (These meetings are scheduled for the fourth Thursday of Each month at 7:00 p.m.)

Mr. Rawlinson and Mr. Barbre were on the evaluation team at Chester, Illinois and reported "a fine experience".

Mr. Barbre plans to take Intern Rawlinson to the Carmi Board of Education Meeting the second Monday of each month at 7:00 p.m.

We spent almost the entire time discussing the Portfolio of Competencies, yet Intern Rawlinson seemed to be perplexed by only one Performance. He will send the Pre-Assessment section by Mr. Barbre to me at SIU, November 26, 1973.

We agreed upon the next visitation as follows: Assemble at Room 14, Carmi High School at 2:05 p.m., December 14 and then go to the Vocational Center, seven miles beyond Carmi.

Distribution:
Dr. Ramp
Dr. Parker
Dr. Bach
Dr. Armistead (2 copies)

SIU

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Occupational Education

October 29, 1973

MEMO TO: Dr. Ramp
Dr. Parker
Dr. Armistead
Dr. Bach

FROM: Dr. J. R. Verduin, Jr.

SUBJECT: Intern Roland Alexander

On October 24, I made my first visit to East St. Louis to observe Mr. Alexander in his intern situation. Mr. Alexander is a very fine, sincere person who has had extensive vocational experience as a teacher and military man (21 years, Air Force). He is open and very interested in this particular project.

I met with Mr. Leroy Ducksworth, principal of East St. Louis High School, Mr. James Little, Director of Vocational Education for the school district, Dr. Catherine Mason, Director of Student Personnel Services for the district, and Mrs. Marie Ware, a counselor.

The learning situation for Mr. Alexander seems to be rich in terms of vocational education opportunities in the school and the needs of the student population. With a school of 2850 students (10-12) the vocational offerings are considerable. And, with the students being predominantly from a lower socio-economic level there is a need for such extensive offerings.

Mr. Ducksworth, and Mr. Little, both capable men, are ready to assist Mr. Alexander in his program. They are interested in him, the program, and its objectives. I feel that he has the necessary support to pursue the competencies.

Mr. Alexander expressed a little confusion over the meaning of some of the competencies and I asked him to check with Dr. Parker for clarity.

Mr. Alexander has the two free hours as specified in the project even though they are split (one in A.M. and one in P.M.). He has been encouraged to attend appropriate professional meetings. There are no apparent financial (payment) problems. He is working on his pre-assessment concerns presently.

My next visit will be on November 15 at which time I'll spend the entire day reviewing facilities and programs. Also, a check will be made on pre-assessment progress and I'll have the opportunity to talk further with Mr. Alexander's supervisors. I also hope to lunch with the Superintendent and several central office staff members.

The entire situation looks very positive. The staff,the intern, and the opportunity should present a very meaningful learning experience.

APPENDIX F

MEMORANDUM OF UNDERSTANDING

An internship program such as the Occupational Education Administration Project is a cooperative effort and whenever two or more autonomous parties join in such an endeavor, there is a need for a signed formal agreement before business begins. The following is an example of the agreement form employed in this project.

MEMORANDUM OF UNDERSTANDING

This agreement entered into this First (1st) day of July, 1973, between the Board of Trustees of Southern Illinois University, located at Carbondale, Illinois, hereinafter referred to as SIU-C, and Carbondale Community High School District #165 hereinafter referred to as the District,

WITNESSETH:

WHEREAS SIU-C has received an award from the State of Illinois Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, entitled, "Occupational Education Administration Training," hereinafter referred to as the Project, and

WHEREAS SAID award provides funding for the participation of up to sixteen individuals in said Project,

The Parties hereto agree as follows:

1) The District will release Larry E. Swope hereinafter called the Intern, one quarter time (or two hours per normal working day) during the Project period commencing July 1, 1973, and ending June 30, 1974, from normally assigned District duties to pursue an internship under the Project, and

2) The District will provide administrative supervision and facilities for the Intern to pursue the objectives of the Project, for the duration of the internship period.

3) Should the District fail to provide the Intern one quarter time, or its equivalent, for pursuit of the internship as stipulated in provision 1 above, the sum to be paid to the District by SIU-C, as stipulated in provision 4 below, shall be reduced, pro-rated to the amount of time provided by the District. It shall be the responsibility of the District to certify the amount of time provided to the Project.

4) SIU-C will pay the District the sum of Two hundred eighty-five ($285) dollars for each month during the period that the intern is released from normally obligated District duties as stipulated in provision 1 above, up to a maximum of 11 months, for which the District will provide certified compliance in writing to SIU-C as stipulated in provision 3 above. Payments shall be made by SIU-C invoice voucher on a quarterly basis.

BOARD OF EDUCATION
CARBONDALE COMMUNITY HIGH SCHOOL
DISTRICT #165

By: Charles J. Lord

Chairman
Board of Education

BOARD OF TRUSTEES OF
SOUTHERN ILLINOIS UNIVERSITY

By: David R. Derge

David R. Derge
President
Southern Illinois University
at Carbondale

Recommended by: William T. Hoke

William T. Hoke
Superintendent of Schools

APPENDIX G

PORTFOLIO ASSESSMENT SYSTEM

The following forms are from the portfolio included in [illegible] Vocational Education Leadership: A performance-based approach, State of Illinois Division of Vocational and Technical Education, 1976. They served as a means of adapting each intervention to the own unique circumstances while maintaining the control necessary to insure quality education. Instructions for using these forms are included in the portfolio from where they are taken.

[illegible]

[redacted]

Program Operation (continued)	EV 1	V 2	AV 3	LA[124] 4	TW 5	
.23. Data Collection and Reports.	( )	( )	( )	( )	( )	CC23
Suggestions for improvement _____						
_____						
24. Work Place Safety.	( )	( )	( )	( )	( )	CC24
Suggestions for improvement _____						
_____						
25. Curriculum/Time Evaluation	( )	( )	( )	( )	( )	CC25
Suggestions for improvement _____						
_____						
Program Management						
26. Supervisory Functions.	( )	( )	( )	( )	( )	CC26
Suggestions for improvement _____						
_____						
27. Occupational Program Follow-up	( )	( )	( )	( )	( )	CC27
Suggestions for improvement _____						
_____						
28. Management Style Development	( )	( )	( )	( )	( )	CC28
Suggestions for improvement _____						
_____						
29. Complying with Legislation	( )	( )	( )	( )	( )	CC29
Suggestions for improvement _____						
_____						
Management of Physical Facilities, Supplies and Equipment						
30. Facility and Equipment Budgeting	( )	( )	( )	( )	( )	CC30
Suggestions for improvement _____						
_____						

	EV	V	AV	LA	TW	
	1	2	3	4	5	
Management of Physical Facilities, Supplies and Equipment (continued)						
31. Purchasing Equipment	( )	( )	( )	( )	( )	CC31
Suggestions for improvement _____						
_____						
32. Utilizing Physical Facilities.	( )	( )	( )	( )	( )	CC32
Suggestions for improvement _____						
_____						
Public Relations						
33. Ascertaining Public Opinion.	( )	( )	( )	( )	( )	CC33
Suggestions for improvement _____						
_____						
34. Publicizing Occupational Programs.	( )	( )	( )	( )	( )	CC34
Suggestions for improvement _____						
_____						
35. Working with the Community	( )	( )	( )	( )	( )	CC35
Suggestions for improvement _____						
_____						

OCCUPATIONAL EDUCATION ADMINISTRATION PROJECT

INTERN FOLLOW UP STUDY

We also want your help in evaluating the programs success in meeting the leadership needs of occupational education in Southern Illinois. Please answer the following questions with short statements as indicated.

1. What was your occupational education role (both full- and part-time positions) during the years prior to your participation in the Occupational Education Administration Project?

Position(s)	% time	Duties
_____	_____	_____
		_____
		_____
_____	_____	_____
		_____
		_____
_____	_____	_____
		_____
		_____
_____	_____	_____
		_____
		_____

2. Do you plan to assume a greater occupational education leadership role than that which you had during the years prior to your participation in the Occupational Education Administration Project through additional duties and/or acceptance of a different position next year?

yes _____ no _____

If your answer to the above question was yes, please answer the following.

Title of new position(s)	% time	Duties
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. In a sentence or two please note any omissions or weaknesses in your occupational education administration preparation that have come to light as a result of your experience during the 1973-74 school year.

4. In light of the above statement, what do you consider to be your continuing education needs during the next two years?

5. In a sentence or two please state how, in addition to the fact that you have the necessary credentials, participation as an Occupational Educationa Administration Project intern increased your ability to function as an occupational education leader.

6. Would you be willing to supervise an intern at some time in the future?

yes _____ no _____

7. Is there anything else that you would like to tell us about your experience as an Occupational Education Administration Project intern?

(use reverse side if needed)

RESPONSES FROM 1973-4 INTERN'S PROGRAM EVALUATION (N=13)

PART I

Item Number	Responses	$\bar{X}$
1.	Yes = 12 No = 1	
2.	5 4 5 4 5 5 5 4 4 4 4 3 5	4.38
3.	5 5 5 5 5 5 5 5 5 4 5 4 5	4.85
4.	5 4 4 4 4 3 3 4 5 4 3 3 5	3.92
5.	5 4 5 4 4 4 4 4 4 4 2 3 5	4.00
6.	4 4 4 no 4 4 4 5 4 4 4 4 4	4.33
7.	5 5 5 no 5 2 5 5 4 4 5 3 3	4.25
8.	3 4 4 1 4 5 4 5 5 5 3 2 2	3.62
9.	5 5 5 4 4 4 5 5 4 4 4 5 5	4.54
10.	5 4 4 4 4 4 5 5 4 4 4 3 5	4.23
11.	5 4 4 4 4 4 5 5 4 4 4 3 5	4.23
12.	5 4 5 3 4 4 5 4 5 3 4 4 5	4.23
13.	3 5 5 4 4 5 5 5 5 5 4 3 5	4.46
14.	4 4 4 4 3 4 4 4 4 5 4 4 5	4.62
15.	5 5 5 5 3 5 5 5 4 5 3 3 4	4.30
16.	5 5 4 4 3 5 4 4 4 5 3 3 5	4.15
17.	5 5 4 4 4 4 4 4 5 5 4 4 5	4.38
18.	5 5 4 4 5 5 5 4 4 5 3 4 5	4.46
19.	5 5 5 4 5 5 5 4 4 5 4 3 5	4.54
20.	5 3 5 4 3 5 4 5 3 5 4 3 5	4.15
21.	5 4 4 4 3 5 5 5 3 4 3 3 5	4.08
22.	5 4 5 3 5 5 4 5 4 4 3 4 5	4.31
23.	5 4 5 4 4 5 5 5 5 4 4 4 4	4.46

24.	5	4	5	4	4	5	5	5	3	4	4	3	5	0.23
25.	5	4	4	4	4	5	4	5	4	4	4	3	5	0.23
26.	5	5	5	4	5	5	4	4	5	3	5	4	4	0.66
27.	5	5	5	4	4	5	3	3	5	4	4	4	5	0.02
28.	5	4	5	3	5	4	5	4	4	4	4	3	3	0.08
29.	5	5	5	4	4	5	5	5	5	4	3	4	4	0.46
30.	5	4	5	4	4	3	5	5	5	4	4	3	5	0.31
31.	5	5	4	5	4	4	4	4	5	5	4	4	5	0.46
32.	5	4	5	5	4	4	4	5	4	5	4	3	5	0.38
33.	no	4	5	5	4	4	5	5	5	5	4	3	5	0.50
34.	5	5	5	5	4	4	4	5	4	5	4	4	5	0.54
35.	5	5	5	4	4	5	4	4	5	4	4	4	5	0.46

PART II

1. Vocational/Technical Teachers (10)
   Vocational/Technical Teachers-Administrators (3)

2. Yes 10 No 3

   Dean or Director
   Director
   Director/Placement Coordinator
   Educational Counseling/Placement
   Safety Director/Department Chairman
   Department Chairman

3. Writing News Releases; testing and counseling.
   Dismissal procedures; procedures & scheduling.
   School finance.
   Public Relations with superiors.
   Portfolio revision; adequate intern supervision.
   More internship time; more work on discipline, finance and law.
   Total school budget preparation.

Other school district's duties detracted from leadership accomplishments.
Several parts difficult to accomplish in full.
Personally not enough time during school day, more planned time.
Discipline of students, school law.
None.
Not enough preparation for the state book work and state forms.

6. Workshops and some coursework.
More experience on-the-job.
More group dynamics and guidance experience.
Courses to remedy personal deficiency's in administrative areas.
Courses in school law and finance
Budget.
Interpersonal relationships
In-service and workshop activities
The vast amount of material absorbed in a short 1 year period.
More maturity; get mentally ready.
Workshop on state book work and forms.

5. Bridges the gap between educational theory and practical application.
Confidence.
Sharing of information in a trusted group.
Good working of vocational education and where it should be going.
Knowledge of SVTE structure and role of vocational director.
Very valuable programs and ideas.
Increased confidence and knowledge.
Expanded concept and knowledge of vocational education, confidence to be a leader.
Exposure to and involvement with the duties and responsibilities of Occupational Education leadership.
My ability to function as an individual has increased.
I hear and I forget, I see and I remember; I do and I understand.
All aspects of the program have added something to my education.
Focus on leadership qualities.
Closer relations to administrators.
Respect for project personnel.

6. Yes 12 No 1

7. Most rewarding experience of all my Administrative endeavors.
Charmin experience will probably be most helpful.
Good program, but some schools don't realize a need for Vocational Director.

[illegible]

[illegible]

[illegible]

[illegible]

[redacted]

(1) [redacted]

(2) [redacted]

(3) [redacted]

[redacted]

(1) [redacted]

(2) [redacted]

(3) [redacted]

(4) [redacted]

(5) [redacted]

(6) [redacted]

(7) [redacted]

CONCLUSION

The model program is excellent. By intent, criticism (hopefully constructive) dominated my reaction. But, the positive in the model far outweighs the negative. I can readily cite pages of strength. Suffice it to say you are the only people trying to solve the problem.

APPENDIX J

INTERN FOLLOW-UP:
OCCUPATIONAL EDUCATION ADMINISTRATION PROJECT
1972-73 GRADUATES

In the belief that graduates who have been working a full year since internship would be able to provide valuable insight as to programatic strength and weakness, the original eight project participants were contacted. Results of this inquiry are included in this report on the following pages.

INTERN FOLLOW-UP:
OCCUPATIONAL EDUCATION ADMINISTRATION PROJECT
1972-73 GRADUATES

During the final weeks of the 1973-74 Occupational Education Administration Project a follow-up questionnaire was sent to each of the 1972-73 project graduates. A summation of the responses of seven (7) of the eight (8) graduates who completed and returned the questionnaires are provided below:

1. In response to a question concerning their current role in occupational education, the graduates reported the following: one (1) reported 15% time as a vocational director; one (1) reported 29% time as a vocational director; one (1) reported 37% time as a vocational director; one (1) reported 40% time as a vocational director; two (2) reported 50% time as a vocational director; and one (1) reported 100% time as an Assistant Dean of Students in a community college. The remaining time was spent in vocational teaching and/or as coordinators of cooperative vocational programs.

2. In response to a question concerning the graduates plans to assume a greater occupational leadership role next year, they reported the following: four (4) reported that they plan no change; one (1) reported a change from 15% to 30% time as a vocational director; one (1) reported he would be a full-time coordinator of adult and cooperative vocational programs; and one (1) reported a promotion to Dean of Students in a high school.

3. In a question to find out if there were any omissions or weaknesses in their preparation as occupational education administrators that had come to light as a result of their experiences during the 1973-74 school year, the graduates made the following statements:

   (a) More time should be spent studying IOCP materials.
   (b) Need more training in the preparation and presentation of proposals for new and changing programs.
   (c) There should be more stress in the public relations area.
   (d) Need training in convincing and selling superiors on sound vocational practices and methods.
   (e) Vocational directors should serve as consultants to the Occupational Education Administration Project.

4. In answer to a question as to what their continuing educational needs would be during the next two years, the graduates made the following statements:

(a) Would like in-service training programs that would better acquaint me with the five (5) occupational areas.
(b) Would like to complete work for a level II certificate.
(c) Would like to get more experience as a vocational director.
(d) Continue to up-grade in the areas of career trends and job opportunities for program graduates.
(e) Training in the area of salesmanship.
(f) Intend to complete a specialist degree in Educational Administration and Special Education.

5. The following statements by the graduates are responses to a question of how participation as an intern in the Occupational Education Administration Project increased their ability to function as an occupational education leader:

(a) The training enabled me to be readily accepted as vocational director. Departmental chairman and teachers readily seek my direction and advice now.
(b) My training was based on actual situations.
(c) Improved my abilities in supervision and in hiring staff.
(d) I think I now know more about occupational education than the principals and superintendent with whom I work. This given me more confidence as well as authority.
(e) The project provided me with the various methods and knowledge needed to perform the duties of an occupational education administrator in a more efficient manner.
(f) I gained confidence in working with other people in the vocational area. The program broadened my concept of vocational education and I learned of many resources to help implement occupational programs.
(g) The information taught in the related coursework was clarified by project staff and translated into action through on-the-job internship.

6. All responses to the question, "Would you be willing to supervise an intern at sometime in the future?" were answered "yes".

7. The following statements are responses to the question, "Is there anything else that you would like to tell us about your experiences as an Occupational Education Administration Project intern?"

(a) This project and training has long been needed in our school systems. The project directors should be com-

mended for initiating such a training program. The training will definitely help the youth in our schools. Efficiency in vocational and occupational areas, developed by this project will give occupational education a greater push in communities and help to remove the negative stigma.

(b) I personally feel very strongly about this project and its benefits. The manner in which it was administered by Dr. Ramp and Dr. Parker demonstrated the practicality of working with both occupational educators and educational administration personnel. This type of training should be continued in other areas of education.

(c) It was a very worthwhile experience and I feel fortunate to have been a part of the original program.

(d) The program was the most relevant educational program that I have ever experienced.

APPENDIX K

CONSULTANTS' REPORT

Southern Illinois University-Carbondale
Occupational Education Administration Training Project
OVTE-PDT-84-074 & 3-P/6-C
June 25, 1974

Submitted by:
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Introduction

Southern Illinois University, through the Department of Occupational Education has implemented for the second year a project entitled, "Occupational Education Administration"Program Phase" and "Training Phase." Two basic objectives of the project were:

1. To implement the competency-based pre-service program for occupational education program administration that was developed by SIU in FY 1972, pilot tested in FY 1973 and implemented in FY 1974.
2. To develop instructional materials, guidelines, and techniques and organize these into a system for providing competency-based training program for administrators of occupational education.

With the rapid expansion of occupational education at the post-secondary level, the need for providing a relevant leadership training program is a necessity. This model competency-based graduate program identifies 150 essential competencies needed by occupational education administrators. The interns involved in the program are expected to develop understanding, familiarity and application of the 150 competencies identified. On site activity exploration strived to apply these competencies at the DOS level.

The consultants have interviewed interns, local school administrators, and project staff members as well as reading materials provided by the project staff. The follow-up study of interns was particularly helpful.

[illegible]

Southern Illinois University is to be commended for the planning and implementation of a program providing the basic competencies needed by local vocational education administrators in a real on-site atmosphere. The relationship of theory and practice was also a vital ingredient of this program. This program and its internship interns were exposed to 100 competencies identified as essential to the role of a vocational education administrator. This program presents a systematic way, to assess and record the progress of each intern obtained through first hand on-the-job experiences.

Interviews and intern comparison indicates that this program in itself did not provide all of the answers to their functions as a vocation administrator, but did provide exposure as vital to their individual adjustment to vocational responsibilities and duties in directing a sound, well-rounded local program designed to meet the career needs and goals of students.

Efforts were made through weekly group meetings on campus to instruct the interns regarding:

1. Methods in how to perform activities implied by the competency statements.
2. What constitutes success in the performance of vocational administrative activities.

3. Tool and/or methods of evaluation that can be used to determine the degree of success obtained by an intern's involvement in a locally directed vocational program.

It was suggested by a majority of interns that a number of the CVI occupational staff visit them more often on the job to better them in their complete understanding of the sequence of occurrences.

In addition, it was also strongly suggested that more detailed exposure be given to the areas of CVI structure and funding procedures and more insight to student accounting practices and vocational guidance functions.

Conclusions.

1. The writers are greatly impressed with the depth of the information that has been established for the basis for the occupational education training program. The realistic nature of providing the intern with experiences in the classroom and in the field with reinforcement from local administrators and university personnel appears to be extremely practical. The impression received from the evaluation interviews conveyed awareness to this interpretation. It would appear that the success of the program is equal to this basic philosophical premise, that competence is necessary for maximum effectiveness in the individual's profession and can best be obtained through a "smorgasbord of experiences."

2. University interns chosen for the program demonstrate that they have been carefully screened to maximize their potential for success. The interns appeared to be highly motivated, person-

girls, and dedication to the importance of occupational education in school life.

3. The direction of the program has been determined because of the continuity and dedication of Mr. Dennis Dodd and Mr. James Parker.

4. In the administration of such a complex sequence of learning experiences it is particularly significant that adequate safeguards for monitoring, evaluating, and correcting deficiencies have been provided for. The monitoring devices are thorough and provide the administration and project director with insight into the progress from interns, supervisors, local district administrators and outside personnel. There were indications that suggestions for improvements were implemented in FY 1976. The dynamic nature of a project that is self-correcting must be considered as highly healthy and important to the success outside of the program.

5. In a program as broad and as innovative as this, a common complaint was the lack of time to which the interns were able to devote to the program. However, a report after responses, indicated that the interns received additional perspective and insight into their responsibility because of their accomplished task. Although modification of the time requirement may be necessary, the continuance of the sequence and the continued assistance to maintain it should be important and valuable to insure an important and valuable to products to experience and insight.

6. Informal communication through the years of the project seemed problem a consistency and help with the program together as well as complementing the various experiences. Informal

[illegible] [illegible] [illegible] [

APPENDIX L

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